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Studies of ion wave propagation in inhomogeneous plasmas

Shiew-luan Y. Hsieh

College of William & Mary - Arts & Sciences

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THE RELATIONSHIP BETWEEN TEACHER PERCEPTIONS
OF MANAGERIAL STYLES AND THE QUALITY OF
INTERPERSONAL RELATIONSHIPS BETWEEN
TEACHERS AND SUPERVISORY
PERSONNEL

A Dissertation
Presented to the
Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Hazel Burgett Sherman


August 1976


APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education

Accepted August 1976 by


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Doctoral Committee

Dedication

This study is dedicated to my husband, Steve, and our children, Kimberly and David.

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To Professor Armand J. Galfo, I express my sincere appreciation for the valuable assistance, support, and patient, expert guidance he has given me throughout this investigation. I am grateful for the generous support and well-timed comments given to me by Professor G. William Bullock, Jr. and Professor Robert Maidment.

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THE RELATIONSHIP BETWEEN TEACHER PERCEPTIONS
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Chapter 1

Introduction

A major purpose of supervision in the public schools is to improve instruction to achieve the school goal of providing quality education to learners. One aspect of improving instruction is to assist teachers in effecting changes in teaching behaviors and practices. Thus, in the process of supervision, the supervisor seeks to influence teachers to change teaching behaviors and to facilitate teachers' efforts at self-improvement (Blumberg & Amidon, 1965; Sergiovanni & Starratt, 1971). Through verbal and nonverbal interactions, the supervisor assists the teacher in determining the nature of teaching behaviors and practices that tend to increase or decrease the learner's probability of success in school. This means that specific teaching behaviors are observed and the effects of these teaching behaviors are evaluated in light of the goals of the school.

Theorists and researchers in the behavioral sciences suggest that any behavior is a function of the individual and the environment as he perceives it (Fiedler, 1967; Lewin, 1951; Likert, 1961; McGregor, 1960). Since teaching behaviors are a function of the values, expectations, experiences, and the perceptions the teacher has of the environment, any change in behavior involves creating a climate conducive to effecting needed changes. It is a responsibility of the supervisor to stimulate teachers to grow professionally so as to assist them to improve the quality of instruction (Blumberg, 1969;

Eash, 1969). This means that supervision is an influence process which focuses on changes needed to improve conditions under which teachers may meet goals of the school.

Educational leaders generally recognize that the extent to which a supervisor is able to influence teaching behavior and assist teacher efforts at self-improvement is largely determined by how the supervisor is perceived by teachers (Walker, 1976). The need to determine the perceptions teachers have of supervision is emphasized in educational and behavioral science literature (Blumberg, 1974; Fiedler, 1967; Likert, 1961; McGregor, 1960; Neville, 1969). Neville (1969) states that what teachers perceive supervision to be is important data in building a sound program of supervision because teachers are either recipients of, or partners in, the supervisory process. Further, Neville notes that when the intent of the supervisor's actions is clear to him but held suspect by others, the results of the professional relationship is limited.

In a review of the literature on educational supervision, Weller (1969) notes that research investigating supervisory techniques has not been able to identify the ways in which those techniques are used or the effects of interaction between the supervisor, technique, and supervisee. Interpersonal relationships, for example, are seen by teachers and supervisors to be a critical factor in supervision (Blumberg, 1974). Yet, there is a dearth of empirical research on the interpersonal relationship factor in educational supervision. Blumberg notes the paucity of research and the significance of

investigating interpersonal relationships between supervisor and teachers when he states that:

Seldom . . . does a reader find any analysis of the interpersonal transactions and problems that occur as supervisors and teachers meet. Yet it is precisely at this point, if one can believe both supervisors and teachers, that most problems of supervision occur. That is, if you ask a supervisor when his job becomes difficult, the chances are good that he will focus on his relationships with teachers and not on his ignorance of new curriculum materials. Teachers . . . will also point to the same relationship as the crux of their problems with supervision [Blumberg, 1974, p. 1].

In the behavioral sciences, a relationship between managerial style and subordinate reaction to supervision is postulated. Likert (1961) states that subordinate reaction to supervision is dependent "upon the relationship between supervisory acts as perceived by the subordinate and the expectations, values, and interpersonal skills of the subordinate [pp. 94-95]." McGregor (1960) asserts that supervisory behavior is a function of basic assumptions leaders have toward human nature. The manner in which supervisors seek to control their human resources is seen to affect goals that individuals have as well as organizational goals. Managerial philosophy is seen by McGregor to influence the manager's selection of supervisory strategies or managerial style. A supervisor who has characteristics and behaviors that align with the McGregor theory Y views of human

nature tends to use supervisory strategies that are in harmony with what is known about how human beings behave. Conversely, McGregor suggests that superiors who have characteristics and daily behaviors which reflect theory X views of human nature tend to select strategies that are inconsistent with what is known about human behavior.

Further, McGregor (1960) posits that the assumptions managers have are communicated to the supervisee in varied and subtle ways. The perceptions supervisees have of the supervisory behavior that stems from the manager's assumptions are seen to be fundamentally significant to the relationship between subordinate and superior (McGregor) and to reflect the internal health or psychological climate of the organization (Likert, 1961). Schein (1970) recommends that an administrative goal should be to create an organizational climate that enhances the attainment of organizational goals.

There is a dearth of studies that systematically focus on perceptions teachers have of supervisory behavior and the effects of supervisor interaction patterns on the teachers. While research in industry, clinics, and schools has revealed a high correlation between interpersonal relationships of supervisor and supervisee and effective performance (Mosher & Purpel, 1972), supervisors in education are faced with the fact that research that has been based on direct observation and analysis of supervisory interactions (Blumberg, 1969) indicates only a slight tendency toward positive interpersonal relationships between teachers and supervisors. Positive interpersonal relationships between teacher and supervisor increase the

probability of effecting change in teaching behavior to improve instruction in the public schools.

In summary, supervision in the public schools is an influence process which focuses on the changes needed in teaching behaviors and professional climates to assist teachers to improve the quality of instruction. Interpersonal relationships emerge as a critical factor in supervision. Theorists in the behavioral science suggest that managerial styles stem from assumptions leaders have about human nature and that these managerial styles are perceived by supervisees. Perceptions supervisees have of the managerial style and supervisor-supervisee interpersonal relationships are seen to determine the psychological climate of the organization. This perceived psychological climate affects the behavior of the supervisee and the attainment of organizational goals.

There is a paucity of empirical studies that attempt to specify conditions under which a given behavior pattern or characteristic of an educational leader has differential impact upon some aspect of the educational process. Data on the interaction of particular aspects of the process of supervision, managerial styles, and the effects of the process on teachers' feelings and perceptions can provide a sound data base for modifying, adapting, or selecting supervisory strategies to enhance personnel development to improve instruction in the public schools.

In the public schools, principals, either by necessity or choice, have the responsibility of implementing a supervisory program

to improve the quality of instruction. Assistant principals, immediate supervisors from central office, and department chairpersons often assist the principal in evaluating teaching performance. Accordingly, supervisory personnel as referred to in this study, includes principals, assistant principals, immediate supervisors, and department chairpersons.

Statement of the Purpose

The purpose of the study was to investigate the theoretical relationship between teacher perceptions of the managerial style of supervisory personnel and teacher perceptions of the quality of interpersonal relationships between supervisory personnel and teachers. The study sought specifically to answer the following questions:

Do teacher perceptions of the position of supervisory personnel on theory X and theory Y scales relate to teacher perceptions of the quality of interpersonal relationships between teachers and supervisory personnel?

Do teachers perceive a higher or lower quality of interpersonal relationships when the supervisory personnel is perceived to have theory X views to differing degrees?

Do teachers perceive a higher or lower quality of interpersonal relationships when the supervisory personnel is perceived to have theory Y views to differing degrees?

Theoretical Background

The theoretical background of the study was drawn primarily

from theory and research in the behavioral sciences. From this theory base and subsequent empirical studies, three hypothesized relationships between managerial styles and the quality of interpersonal relationships were generated for investigation.

A basic assumption of the present study was that behavior is a function of the individual and his perceptions of the environment in which he works. The study of the relationship between perceived managerial styles and interpersonal relationships stems from this basic assumption set forth by Lewin (1951). Lewin asserts that it is the subjective data, the perceptions a person has of a situation, that determine how a person will behave in, or react to, a given situation. Any behavior or any changes in behavior is seen by Lewin to depend "only upon the psychological field at that time [p. 41, emphasis supplied]." Psychological field is defined by Lewin as the life space of the individual which "consists of the person and the psychological environment as it exists for him [p. xi]." While behavioral changes are dependent on current perceptions, views the individual has about his future and past experiences also are brought to bear on the decision to behave in a certain way in a particular situation. Lewin further states that:

The individual sees not only his present situation; he has certain expectations, wishes, fears, daydreams for his future. His views about his own past and that of the rest of the physical and social world are often incorrect but nevertheless constitute in his life space, the "reality-level" of the

past [p. 53].

The term "time perspective" is used by Lewin (1951) to explain the relatedness of the past, present, and future aspects of the psychological field at a given time. Time perspective "includes the psychological past and psychological future on the reality-level [p. 53]." Lewin states that the time perspective existing at a given time has been shown to be very important for many problems such as the level of aspiration, the mood, the constructiveness, and the initiative of the individual.

In one of Fiedler's (1967) studies, leader-member relations emerged as the most important factor in determining the favorableness of a leadership style or the extent to which a leader will be able to influence his work group. In an attempt to relate measures of leadership style to personality traits and consistent behavior patterns, Fiedler, influenced by Lewin, studied interpersonal relationships between leader and members. The study of interpersonal perceptions was "based on the assumption that the way in which one person perceives another will affect their relations with him [p. 38]." Fiedler concluded that "whether or not the other is in fact intelligent, friendly, cooperative, and helpful may be relatively unimportant to the relationship as long as he is perceived in this manner [p. 38]." Cronback (1955) identified the significance of studying perceptions people have of others. Drawing from the Cronback study of social perceptions, Fiedler further stated that "most of our interpersonal judgments are colored by

misperceptions and wishful thinking, and it is our wishful thinking rather than the accuracy of our perceptions which is highly reliable and stable over time [p. 39]."

The Likert (1961) integrative theory of leadership, influenced by the Lewin (1951) field theory, postulated a relationship between perceived managerial styles of leaders and subordinate reaction to supervision. Based on the assumption that the differences in leadership principles and practices of high-producing unit managers and managers of low-producing units reflected important differences in basic assumptions about ways of managing people, Likert (1967) looked at the supervisor-subordinate relationship in terms of causal variables, intervening variables, and end-result variables. Causal variables were defined as management philosophy and supervisory behavior. These were seen by Likert (1967) to be "independent variables which determine the course of developments within the organization and the results achieved by the organization [p. 291]." Intervening variables are attitudes, expectations, loyalties, motivational forces, performance goals, "and perceptions of all members and their collective capacity for effective interaction, communication and decision-making [Likert, 1967, p. 29]." The intervening variables, therefore, were seen to reflect the internal state and health of the organization.

An individual's reaction to any situation, according to Likert (1961), is always a function of his perception of the situation rather than the absolute character of the interaction. To determine

the effects of management philosophy and supervisory behavior (causal variables) on the intervening variables (interpersonal perceptions), Likert suggested that the intervening variables be measured and analyzed since it is how the subordinate "sees things that counts [p. 102]." The basic consideration of the present study stems from the theory base previously described. A factor considered in the present study is the interpersonal relationships between managers (supervisory personnel) and subordinates (their teachers) as perceived by the teachers. Several hypotheses are investigated concerning the statistical relationship between the perceived interpersonal relationship and the perceived managerial style of the supervisory personnel.

The managerial style investigated in the present study is based on a theory posited by McGregor (1960). The McGregor theory of organizational functioning postulated a relationship between subordinate perceptions of managerial styles and relationships between the manager and subordinate. The McGregor theory asserts that the manner in which managers interact with others, and particularly their subordinates, is determined by the assumptions the manager has about human nature, the formal structure of the organization, the means of control of the organization, and the role of the worker in the organization. Adaptation of strategies to meet organizational and/or individual goals were seen by McGregor to depend on the assumptions managers have about human nature. Examination of managerial assumptions would therefore assist in determining the

inconsistency between managerial assumptions and strategies. McGregor asserts that "the common practice of proceeding without explicit examination of theoretical assumptions leads, at times, to remarkable inconsistencies in managerial behavior [p. 7]." It appears that the objective of examination of managerial strategies suggested by McGregor is to use feedback provided by the examination of assumptions managers hold to selectively adapt strategies that lessen the discrepancy between how a manager thinks subordinates behave and how subordinates actually behave. According to McGregor, to improve the ability to control "consists in selective adaptation to human nature rather than attempting to make human nature conform to our wishes [p. 11]." It seems apparent that when managers treat people differently from the way they want to be treated, the professional relationship will be limited.

McGregor (1960) proposed two different theories or sets of assumptions that managers hold with regard to human nature. These two theories are referred to simply as theory X and theory Y. McGregor states that the two theories or cosmologies are qualitatively different and "are not polar opposites [pp. 79-80]." It is, therefore, theoretically possible for a manager to have a high propensity for theory X and/or theory Y assumptions (Jacoby & Terborg, 1975a). In an industrial setting, Jacoby and Terborg (1975a) found that managers see themselves as having both theory X and theory Y views to differing degrees. The hypotheses investigated in this study assume that managerial style is described in terms of theory X and theory Y and that

the distinction can be perceived by the subordinates of the manager. The present study statistically examines the relationship between the perceived interpersonal relationships and the perceived propensity for theory X and Y assumptions of the supervisory personnel.

The assumptions for a theory X view of the nature of man were set forth by McGregor (1960) as follows:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all [pp. 33-34].

Theory X is a philosophy of management by direction and control. The scalar principle, the principle "of direction and control through the exercise of authority [p. 49]," is the central principle of organization derived from theory X assumptions. When management assumes that people inherently dislike work, will avoid work if at all possible, and thus will need to be coerced to work, the strategies management will select to direct and control people will reflect these basic assumptions. According to McGregor, theory X assumptions lead to a "strategy of telling people what to do, judging their performance, and rewarding or punishing them, and to procedures such as those

involved in performance appraisal [88]" that focus on the manager judging how well a person has done, downward communication, and daily direction and control by the superior (pp. 77-79). Implicit in this procedure is the fact that the individual has limited, if any, control over his work.

McGregor (1960) asserts that theory X assumptions teach managers to rely on extrinsic rewards, promises, incentives, or threats and other coercive devices to control and direct the work of subordinates to achieve organizational goals. The cycle is seen to be self-fulfilling. When theory X management sees that people are less productive, McGregor suggests that the only way they know to react is to increase controls, directions, and supervision. These management activities are seen to affect subordinate reaction to supervision. Increased controls, directions, and close supervision have been shown to increase the level of interpersonal tension and decrease the client's level of satisfaction (Gouldner, 1954). Assuming that some degree of control and direction is needed to direct subordinate work toward organizational goals (McGregor, 1960), the question that arises is: At what point do controls and directions become dysfunctional in the relationship between subordinates and supervisors? Empirical studies that have been conducted indicate that a combination of intervention strategies are perceived when managerial philosophy and behaviors are measured directly or indirectly (Blumberg, 1968; Jacoby & Terborg, 1975a). In an educational setting (Blumberg, 1968), the differing degrees to which supervisors were seen

to exhibit direct and indirect behaviors in working with teachers were related to attitudes teachers have toward supervision. More positive attitudes toward supervision were significantly related to highly indirect supervisory behavior. Thus, it seems apparent that while some control and direction is needed to direct work toward organizational goals, degrees of control and direction may be functionally related to the quality of interpersonal relationships between managers and subordinates.

Based on the Berelson and Steiner (1964) identification of the characteristics of behavioral man and the assumption that most human traits are normally distributed, Jacoby and Terborg (1975b) developed a normal distribution curve that provides insight into the degree of effectiveness of a theory X orientation as a view of human nature. The normal distribution curve of human traits predicts that between 10% and 16% of the people will have characteristics aligned with theory X and behave in ways that reflect a theory X view of man. This means that a person relying on theory X assumptions to select strategies for managing human resources could expect to be acceptable to one or two people out of every 10 people he encounters (Jacoby & Terborg, 1975b). In the present study one of the hypotheses predicts that the perception of a theory X position is related to a lower quality of interpersonal relationships than the perception of a theory Y position.

As noted earlier in this chapter, Lewin (1951) and Likert (1961) wrote that perceptions people have of reality are based on

their own values, motives, and experiences. Given these data, it seems apparent that if a person has characteristics, values, and motivations that align with theory Y assumptions and he behaves in a theory Y-oriented way, the quality of interpersonal relationships he perceives between him and a manager whom he perceives to have theory X characteristics and behavior, will be negatively affected. This is one of the theoretical considerations to be investigated in the present study.

A second set of assumptions about human nature that McGregor (1960) proposed were assumptions for a theory Y view of human nature. The assumptions are strikingly different from the assumptions for a theory X view of human nature. The assumptions for a theory Y view of human nature, as set forth by McGregor, are as follows:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of

organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized [pp. 47-48].

Contrasted to theory X assumptions, in a view based on theory Y assumptions, man is seen not to inherently dislike work and his tendency to work or avoid work, according to McGregor, depends on conditions that can be controlled such as the reward system and work conditions. If work conditions are punishing, says McGregor, man will avoid work. However, if work is a source of satisfaction, McGregor suggested that man will work voluntarily.

The normal distribution curve of human traits (Jacoby & Terborg, 1975b) predicts that approximately 68% of the people have characteristics that align with theory Y. This means that a person who relies on theory Y assumptions to select strategies for managing human resources can expect to be acceptable to seven out of 10 people he encounters (Jacoby & Terborg, 1975b). Therefore, based on: predictions of the normal distribution curve of human traits; the Lewin (1951) and Likert (1961) assertion that perceptions people have of others are determined by the values, expectations, and motivations they have; and finally, that the assumptions managers have are manifested in subtle managerial behaviors that are perceived by subordinates (McGregor, 1960), it seems apparent that if a subordinate has characteristics and behaviors that align with theory Y, the

quality of interpersonal relationships he perceives between him and a manager whom he perceives to have theory Y characteristics and behaviors, might be positively affected.

Blumberg (1968) found that positive attitudes toward supervision were related to a high degree of indirect supervisory behaviors combined with either a low or high degree of direct behaviors. Therefore, based on the research of Jacoby and Terborg (1975b) and Blumberg, it appears that the extent to which a high degree of theory Y supervisory behaviors are perceived will relate to a higher quality of interpersonal relationships regardless of the strength of the theory X position. This relationship is examined in the present study.

Jacoby and Terborg (1975a) found a relationship between age and theory X and theory Y scale positions. Older managers in the study were found to have a theory Y managerial orientation while younger managers tended to have a theory X managerial orientation. Since age related to a person's position on theory X and Y, it seems apparent that age will also relate to a person's perception of other people. Accordingly, age is a covariant of perceptions teachers have of the position of supervisory personnel on theory Y and theory X in the present study.

In summary, this brief review of theory and empirical studies indicates that there is a relationship between perceived managerial philosophies and the interpersonal relationships between subordinates and managers. While the perceptions that subordinates have of

supervision may be inaccurate, these perceptions are seen to influence the achievement of organizational goals. Theory X assumptions are seen to violate all that is known about how human beings behave while theory Y assumptions are seen to be congruent with what is known about human behavior. The normal distribution curve of human traits predicts that most people prefer to exercise self-direction, self-control, and to participate in setting goals and evaluating the achievement of these goals (theory Y strategies) while few people prefer to have management exercise daily direction, control, and solely judge their performance (theory X strategies). The quality of interpersonal relationships between managers and subordinates appears to be related to the degree of control and direction exercised by management. The extent to which subordinates perceive managers to hold theory Y views appears to be associated with a higher quality of interpersonal relationships than when managers are perceived to hold theory X views of human nature.

Definitions, Constructs, and Hypotheses

The term "supervisory personnel" was used throughout the study to refer to a person who observes, critiques, and evaluates teaching performance. For purposes of this study, the term "supervisory personnel" was interpreted to include assistant principals, immediate supervisors, department chairpersons, and the principal of the building. The term "teacher" was used throughout the study to refer to certified elementary and secondary instructional personnel in the public schools. Managerial styles and the quality of

interpersonal relationships are constructs that required specific definitions and operationalization. Definitions of these two variables and concomitant operational definitions are presented separately in subsequent paragraphs of this section.

Managerial Style

Managerial style refers to the position of the supervisory personnel with respect to the McGregor (1960) theoretical assumptions X and Y as perceived by the teacher. A theory X position was defined as the amount of emphasis the supervisory personnel was perceived to place on directing, controlling, and judging teacher behavior. Similarly, a theory Y position was defined as the amount of emphasis the teacher perceived the supervisory personnel to place on goal setting, participation, self-control, and self-direction.

Myers (1966) and Blumberg (1968) found that subordinates were able to differentiate supervisory behavioral styles. In the study conducted by Myers, three styles of supervision were isolated for study. The three styles were identified as reductive, developmental, and traditional. The reductive style of supervision was seen to be synonymous with supervision based on theory X assumptions while developmental was seen to reflect a theory Y view of human nature. The traditional style of supervision was a combination of both theory X and theory Y views wherein the supervisor was perceived to hold relatively strong theory X views interspersed with theory Y views (Jacoby & Terborg, 1975b; Myers).

Based on teacher differentiation of supervisory behavioral

styles on the dimension of direct and indirect supervisory behavior, Blumberg (1968) isolated four supervisory behavioral styles for study. The four behavioral styles that were differentiated by the teachers were identified as: high-direct, high-indirect; high-direct, low-indirect; low-direct, high-indirect; and low-direct, low-indirect. Differential effects of supervision on the quality of interpersonal relationships were significantly related to particular mixes of direct and indirect behavior. The source of variance was the degree of indirect supervisory behavioral patterns perceived by teachers.

Operational definitions of the four managerial styles isolated for investigation in the present study are consistent with definitions in the Myers (1966) and Blumberg (1968) studies. Operational definitions of the four managerial styles isolated in the present study are as follows:

1. High Y--High X was defined as a high score on both the theory Y and X scales. This means that the supervisory personnel was perceived to place emphasis on goal setting, participation, self-control, and self-direction as well as directing, controlling, and judging behavior.

2. High Y--Low X was defined as a high score on the theory Y scale and a low score on the theory X scale. This means that the teacher saw the supervisory personnel placing emphasis on goal setting, participation, self-control, and self-direction and placing less emphasis on directing, controlling, and judging teacher behavior.

3. Low Y--High X was defined as a low score on the theory Y scale and a high score on the theory X scale. This means that the teacher saw the supervisory personnel placing emphasis on directing, controlling, and judging behavior while placing less emphasis on goal setting, self-control, participation, and self-direction.

4. Low Y--Low X was defined as a low score on both the theory Y and theory X scales. This means the teacher saw the supervisory personnel placing emphasis on neither goal setting, participation, self-direction, and self-control nor directing, controlling, and judging teacher behavior.

Interpersonal Relationships

Interpersonal relationships refer to the perceptions, feelings, and attitudes that exist between two or more people. Barrett-Lennard (1962) differentiated four components of interpersonal relationships that were significantly related to changing behavior. The four components of interpersonal relationships were the level of regard, level of empathy, level of unconditionality of regard, and level of congruence. Barrett-Lennard's definitions of the four components were used in the present study. The definitions are as follows:

1. Level of regard refers "to the affective aspect of one person's response to another . . . positive feelings include respect, liking, appreciation, affection . . . negative feelings include dislike, impatience, contempt, and in general affectively abient [sic] responses [p. 4]." The measurement of the level of regard, essentially, reflects the amount of regard an individual feels that he

receives as a person from another.

2. Level of empathy refers to the extent to which one person is conscious of the immediate awareness of another. Qualitatively it is an active process of desiring to know the full present and changing awareness of another person, of reaching out to receive his communication and meaning, and of translating his words and signs into experienced meaning that matches at least those aspects of his awareness that are important to him at the moment [p. 3].

Barrett-Lennard states that maximum empathic understanding of one person by another requires an unthreatened and nondefensive relationship.

3. Level of unconditionality of regard refers to the "degree of constancy of regard felt by one person for another who communicates self-experiences to the first [person] [p. 4]." The level of unconditionality of regard has been interpreted as an attempt to answer the question: "Even if I do things of which the other person does not approve, does he still give me regard as a person? [Blumberg, 1968, p. 37]."

4. Level of congruence refers to "the degree to which one is functionally integrated in the contest of his relationship with another, such that there is absence of conflict or inconsistency between his total experience, his awareness, and his overt communication [Barrett-Lennard, 1962, p. 4]." Blumberg (1968) indicated the

significance of congruency in a relationship in an educational setting when he stated that:

The congruence scale is concerned with whether or not one person perceives another as "leveling" or "playing games" with him. Essentially it is designed to answer the question of interpersonal trust. When a principal is in conference with a teacher, can the teacher trust the principal to be honest, or must the teacher be on the lookout for hidden meanings in the principal's behavior [p. 37]?

Measures of the four components of interpersonal relationships provided an index for studying aspects of interpersonal relationships expounded in theories of leadership. Management systems, for example, were differentiated by Likert (1961, 1967) on the dimensions of open and closed communication systems, perceived supportiveness of organizational climates, and the way people in the organization were treated in general. Therefore, the Relationship Inventory (Barrett-Lennard, 1962), which consists of the components identified in the preceding paragraph, was used as a measure of the quality of interpersonal relationships in the present study. A high quality of interpersonal relationships was operationally defined as a high score on the Relationship Inventory while a low score indicated that a lower quality of interpersonal relationships is seen to exist between teacher and supervisory personnel.

Hypotheses

The hypothesized relationships between managerial styles and

the quality of interpersonal relationships between teachers and supervisory personnel were formulated from leadership theories and empirical studies. The hypotheses to be tested in this study were as follows:

Hypothesis 1--Teacher perceptions of the position of the supervisory personnel on theory X and theory Y scales are related to teacher perceptions of the quality of interpersonal relationships between teacher and supervisory personnel.

Hypothesis 2--Teachers who perceive their supervisory personnel to be low on the theory X scale and high on the theory Y scale will perceive a higher quality of interpersonal relationships than teachers who perceive their supervisory personnel to be high on the theory X scale and low on the theory Y scale.

Hypothesis 3--Higher quality of interpersonal relationships will be perceived by teachers when the supervisory personnel is perceived to be high on the theory Y scale regardless of the strength of the theory X position. A model is presented in Figure 1 to illustrate the hypothesized relationships in Hypotheses 2 and 3.

Organization of Thesis

A review of research relevant to the purpose and hypotheses of the study will be presented in Chapter 2. The research methodology including a description of the population, measures, and research design will be presented in Chapter 3. An analysis of findings on the relationship between differential perceptions of managerial styles and the quality of interpersonal relationships between teachers and

	Managerial Styles			
	High X--	High X--	Low X--	Low X--
	High Y	Low Y	High Y	Low Y
	(HX-HY)	(HX-LY)	(LX-HY)	(LX-LY)
	M_1	M_2	M_3	M_4
Quality of				
Interpersonal				
Relationships	High	Low	High	

Hypothesis 2. $LX-HY > HX-LY$

$$M_3 > M_2$$

Hypothesis 3. $HX-HY + LX-HY > HX-LY + LX-LY$

$$M_1 + M_3 > M_2 + M_4$$

Figure 1. A model for hypotheses 2 and 3: Interpersonal relationships as a function of managerial styles.

supervisory personnel will be presented in Chapter 4. Discussions of results of the study, conclusions, and implications for educational administrative practices and future research will be presented in Chapter 5.

Chapter 2

Relevant Research

A review of previous research related to the purpose, hypothesis or design of the present study is presented in Chapter 2. These research studies included the variables of the present study. The variables were managerial style as defined by the McGregor (1960) theoretical assumptions X and Y and the quality of interpersonal relationships between supervisory personnel and teachers. No investigations were found of the relationship between theory X and theory Y managerial styles and the quality of interpersonal relationships between managers and subordinates which was the general purpose of the present study. Studies that examined either theory X and Y managerial styles or the quality of interpersonal relationships between supervisory personnel and teachers were identified. Only one study was identified that investigated the relationship between theory X and Y managerial positions and particular aspects of educational leader behavior.

Review of Studies

Since the searches revealed studies that primarily considered the variables of the present study in isolation, rather than in relation to each other, Chapter 2 consists of three sections and concomitant summaries. The three sections are reviews of studies that found a relationship between managerial styles and subordinate reaction to supervision in an industrial setting, studies that

investigated aspects of the McGregor (1960) theory X and theory Y, and finally, studies that investigated the effects of supervisory behavior on interpersonal relationships in an educational setting.

Managerial Style and Subordinate

Reaction to Supervision

Likert (1961) and his colleagues at the Institute for Social Research reported many of the early studies on the relationship between managerial styles and subordinate reaction to supervision. In 1955, Seashore, Georgopoulos, and Tannebaum (cited in Likert) investigated the relationship between manager attitudes toward subordinates as perceived by managers and five variables that were expected to vary with attitudes managers have toward subordinates. The five variables were the extent to which subordinates wanted responsibility, the level of subordinate satisfaction, acceptance of managerial expectations, the level of tension between employees and supervisors, and the level of productivity in 31 departments of a national company.

Higher performance was significantly related to supportive attitudes toward subordinates while a lower level of productivity was associated with managers who had a threatening attitude toward subordinates. Managerial supportive attitudes toward subordinates were related to a higher level of subordinate satisfaction on the dimensions of satisfaction with working conditions in general and recognition subordinates received for their work. Supervisory expectations were seen as being reasonable when managers had supportive

attitudes toward subordinates while subordinates felt that supervisors expected too much of them when the supervisor had a less supportive attitude toward subordinates. Less tension between employees and supervisors was also associated with a managerial supportive attitude.

Reporting on the same 31 departments, Likert (1961) discussed a series of tests on the relationship between direct and indirect measures of managerial attitudes and variables that included peer-group loyalty, usefulness of group meetings, and various dimensions of group loyalty. Departments were, in each case, classified into clusters based on varying degrees of these variables present in the department. Because the findings of the extensive tests of relationships found in the 31 departments of the company were not directly related to the variables in the present study, these findings are not enumerated in the review of studies.

It should be pointed out that a major weakness of the studies conducted by Likert (1961) and his colleagues to support the "newer" integrative theory was that "crude measurements of limited reliability were used to classify the departments into clusters [p. 130]." Further, tests of the basic assumptions of the integrative theory in a variety of organizational settings utilizing more reliable measuring instruments could lend credence to the integrative theory. A basic assumption, the relationship between supervisory behavior and subordinate reaction to supervision, was investigated in the present study.

In the formulation of the integrative theory, Likert (1961) reported some studies in support of the integrative theory that are related to the present study. A significant positive relationship

was found between favorable attitudes and supervisors and managers who "more often thought of employees as human beings rather than just as people to get the work done [p. 101]." There were three characteristics identified of supervisors who had the most favorable and cooperative attitudes in their work group. A characteristic identified by Likert is relevant to the design and instruments used in this study. Likert found that most favorable and cooperative attitudes were found in groups where the attitude and behavior of the superior toward the subordinate was perceived by the subordinate as supportive, helpful, friendly, nonthreatening, genuinely interested, considerate, showing confidence and trust which leads to high performance expectations, and trying to serve the best interests of his employees and the company. These are behaviors that are generally presumed to be associated with management systems based on theory Y assumptions. Unfavorable reactions to experiences which are threatening and decrease or minimize a person's sense of dignity and personal worth were reported by Likert. Such experiences are generally associated with management systems based on theory X assumptions.

In summary, research studies indicate that there is a relationship between managerial styles and subordinate reaction to supervision. Particular dimensions of interpersonal relationships that are presumed to be congruent with theory X or theory Y assumptions have been investigated. Some of these dimensions are subordinate desire for more responsibility, subordinate satisfaction in terms of general working conditions and recognition, reactions to supportive

attitudes, level of trust, and the level of consideration the subordinate receives as a person. The present study specifically defined managerial styles in terms of theory X and theory Y. The hypothesis that perceived positions of supervisory personnel on theory X and theory Y scales relate to the quality of interpersonal relationships between supervisory personnel and teachers was examined.

Theory X and Theory Y

In a study to develop and validate an instrument to determine a person's position with respect to the McGregor (1960) theory X and Y scales, Jacoby and Terborg (1975a) investigated the relationship between managerial philosophies and five variables that were expected to vary with assumptions managers have about subordinates. The five variables investigated were age, creativity, dogmatism, leadership style, and number of subordinates. The population of the study was 436 supervisors and nonsupervisors from government and private industry.

Jacoby and Terborg (1975a) hypothesized that age would be negatively correlated with scores on the theory X scale and positively correlated with scores on the theory Y scale. Creativity was predicted to be negatively correlated with theory X scale scores and positively correlated with theory Y scale scores. Dogmatism was predicted to be negatively correlated with scores on the theory Y scale and positively correlated with scores on the theory X scale. Leadership style, as determined by scores on the Least Preferred Co-worker scale developed by Fiedler (1967), was predicted to be

positively related to scores on the theory Y scale and negatively related to scores on the theory X scale. Finally, Jacoby and Terborg predicted that the number of subordinates would positively correlate with scores on the theory X scale and negatively correlate with scores on the theory Y scale.

Jacoby and Terborg (1975a) found no significant differences between the positions of supervisors and nonsupervisors on the theory X and Y scale. A relationship was found between four of the five variables investigated in the study. A negative correlation was found between age and scores on the theory X scale,

$$\underline{r} = -.33$$

$$\underline{N} = 436$$

$$\underline{p} < .01$$

while a statistically significant positive correlation was found between age and scores on the theory Y scale,

$$\underline{r} = .21$$

$$\underline{N} = 436$$

$$\underline{p} < .01.$$

Of all of the variables investigated, age was the only one that significantly correlated with theory Y scale scores. Age was a covariant of teacher perceptions in the present study.

Dogmatism was positively related to theory X scale scores,

$$\underline{r} = .42$$

$$\underline{N} = 77$$

$$\underline{p} < .01.$$

Results of the study, as interpreted by Jacoby and Terborg (1975a) indicated that "theory X individuals tend to be dogmatic, opinionated, and young [p. 5]" while "the only distinguishable characteristic of theory Y individuals is their tendency to be older [p. 5]."

No significant correlations between scores on the theory X scale and creativity, leadership style, and number of subordinates were found. A positive correlation between measures of creativity and leadership style, however, was found in the study,

$$\underline{r} = .51$$

$$\underline{N} = 16$$

$$\underline{p} < .05.$$

Results of the statistical analysis of the relationship between creativity and leadership style indicated that "task-oriented people tend to be less creative than person-oriented people [Jacoby & Terborg, 1975a, p. 5]." The researchers note, however, that the correlation of creativity and leadership style was based on 16 observations and merited further investigation. Leadership style as influenced by theory X and Y assumptions was investigated in the present study.

A study that related theory X and Y positions to certain aspects of leader behavior in an educational setting was reported by Galfo (1975). Galfo investigated the general relationship between group and educational leader perception of leadership style and administrative theory orientation. Specifically, a relationship between the position of the leader on theory X and theory Y scales

and leader perceptions of his task-human relations orientation was hypothesized. No relationship between group and leader perceptions of the administrative theory orientation of the leader was predicted. A relationship was predicted between direct measures of leader self-perceptions of task-human relations orientation and the measure of group perceptions of leader orientation. Finally, Galfo predicted that there would not be a relationship between the Fiedler (1967) indirect measure of leader task-human relations orientation and the direct measure of leader task-human relations obtained from responses to descriptive behavioral terms.

Based on responses from 57 educational leaders and 1,158 teachers, the four hypotheses were supported within the population studied. The position of the leader on theory X and theory Y scales was related to leader perceptions of his task-human relations. The correlation between these two variables rose from

$$\underline{r} = .25$$

$$\underline{N} = 57$$

$$\underline{p} < .05$$

to

$$\underline{r} = .30$$

$$\underline{N} = 57$$

$$\underline{p} < .02$$

when Galfo (1975) controlled for group perceptions of leader task-human relations orientation. Galfo suggested that situational variables, with which the study did not deal, may be involved in the

discrepancy between the two correlations. A situational variable that may be involved in the finding is leader-member relations with which the current study was concerned.

No relationship was found between group and leader perceptions of the position of the leader on theory X and theory Y scales. A correlation was found between direct measures of leader perceptions of his task-human relations orientation and measures of group perceptions of leader task-human relations orientation. When Galfo (1975) controlled for leader position on theory X and theory Y scales, the correlation between leader perceptions of task-human relations orientation and group perceptions of leader task-human relations orientation rose from

$$\underline{r} = .29, p < .05$$

to

$$\underline{r} = .33, p < .01.$$

The finding was interpreted as indicating that while the group was unable to "guess" the position of the leader on theory X and theory Y scales, the group perception of leader administrative theory orientation did affect the relationship. The present study investigated one aspect of the relationship, the quality of interpersonal relationships between leader and member, that may be affected by this perception.

When leader scores on the theory X and Y scales were added to the multiple regression equation, leader scores accounted for 12% of the variance in group perception of leader task-human relations orientation. This is contrasted to 8% of the variance in group perceptions of leader task-human relations orientation accounted for by

leader task-human relations orientation. This finding seemed to indicate that the position of the leader on theory X and Y scales affected group perceptions of leader behavior. As predicted in the fourth hypothesis of the study, no significant relationship was found between the Fiedler (1967) indirect measure of leader task-human relations orientation and the direct measure of leader task-human relations obtained from responses to descriptive behavioral terms.

In an industrial setting, Fiman (1973) investigated supervisory attitudes, behaviors, and outputs as a function of supervisors utilizing methods of control and organization consistent with the McGregor (1960) theory Y assumptions. The population for the study was female secretarial and clerical workers and their immediate supervisors. The researcher hypothesized that a supervisory theory Y attitudinal orientation is related to the behavior that is exhibited in the work environment. A relationship between the behavior and motivational assumptions of the supervisor and the level of satisfaction and performance of subordinates was predicted. Further, Fiman hypothesized that a theory Y environment would be more effective. Supervisors were predicted to be more effective with subordinates who have attitudes similar to the attitudes of the supervisor and who prefer behavioral styles that are similar to the behavioral style of the supervisor.

Predictor variables consisted of measures of the position of the supervisor on theory X and theory Y scales, supervisory behavior on the dimensions of consideration and initiating structure, creation

of opportunities for the satisfaction of higher-level needs of subordinates, and job satisfaction. Performance criteria were supervisory rankings and ratings. Subordinate preferred attitude and behavior as well as subordinate perceived attitude and behavior of the supervisor were used in the study. Supervisor responses consisted of self-perception of attitude and behavior.

Results of the study indicated that when supervisors were perceived to have a high X set of assumptions about human nature, subordinates perceived the supervisor to exhibit relatively low theory Y and consideration behaviors and high initiating structure behaviors. Conversely, supervisors who were perceived to have a higher theory Y set of assumptions about human nature were seen to exhibit relatively higher theory Y behaviors, consideration behaviors, and a lower degree of initiating structure behaviors. Fiman (1973) notes that using supervisor self-response resulted in a less clear relationship between the variables.

Higher levels of subordinate satisfaction with supervisors and total satisfaction were positively related to theory Y attitudes and behaviors. A positive relationship between consideration exhibited by supervisors and subordinate satisfaction was found while a negative relationship between initiating structure behaviors and subordinate satisfaction was found.

In general, no relationship was found between subordinate level of performance and theory Y supervisory characteristics. A low correlation

$$\underline{r} = .04$$

$$\underline{N} = 170$$

between present performance measures and measures of subordinate perception of theory Y supervisory behaviors and motivational assumptions was found. No confirmation was found of the effectiveness of a theory Y orientation when supervisor self-responses were used to represent supervisory behavior and motivational assumptions.

Fiman (1973) found a positive relationship between the degree to which subordinates perceived a theory Y orientation and the degree to which subordinates preferred a theory Y orientation to supervision. The conclusion of the results was that:

Supervisors who were perceived to exhibit a high degree of Y behaviors were more effective with subordinates who would also exhibit a high degree of Y behavior. Similarly, supervisors with a low degree of Y behavior were more effective with subordinates who would exhibit a low degree of Y behavior as a supervisor [p. 99].

Satisfaction was found to be a function of the similarity between subordinate and supervisory preferences for supervisory attitude and behavior. Hypotheses of the present study predicted that the quality of interpersonal relationships would be negatively affected when people are treated differently than they want to be treated.

Fiman (1973) notes that in all cases of analyses, the perception of supervisory attitudes was salient and that the main effect of perceived supervisory behavior was significant at the .05 level

of confidence. Fiman states that "it is only when the supervisor's characteristics are based on the perceptions of subordinates that the hypothesized associations [p. 102]" between theory Y attitudes and behaviors and outputs (satisfaction and performance) were found. Perceptions that teachers have of the position of supervisory personnel on theory X and theory Y were investigated in the present study.

Miller and Wolf (1968) reported findings on the effectiveness of a theory Y orientation to management in a reorganization of one of the divisions of the B. F. Goodrich Company. Reorganization of the division was designed to reflect salient features of the McGregor (1960) theory Y view of human nature.

Results of reorganization of the Development Center of the company were reported as significant improvements in the turnover rate of employees, jobs being viewed by employees as increasingly challenging and satisfying, employees feeling a high degree of involvement with, and enthusiasm for, their work, and growth in both number and quality of initiation centers or sources of ideas. Additional benefits the company reported as a result of the reorganization were increased ability of widely distributed functional work groups to work together, a strengthened commitment of line scientists to meet goals and time pressures, and a significantly increased willingness for line scientists to challenge decisions of others. The results were seen, by the company, to be related to an increase in new products launched during the period of reorganization and

changes in management views to reflect theory Y views of human nature. There was no indication that statistical analyses of data obtained from surveys of attitudes and other means of data collection were used to determine the relationship between variables on which the researchers reported and a theory Y orientation to management and organization. Similarly, reliability and validity data on instruments utilized for the study were not reported. Therefore, the credence of the study is suspect.

Myers (1966) studied the relationship between direct and indirect measures of managerial styles and motivation of managers and the extent to which managers were seen to motivate employees. The relevancy of the Myers study to the present study is the differentiation of managerial styles on theory X and theory Y positions. Based on the position of managers on theory X and theory Y, three managerial styles were isolated for study. These styles were identified as reductive, developmental, and traditional supervision. Reductive supervision was seen to be synonymous with theory X supervision while developmental was equated with theory Y supervision. Traditional supervision was defined as a combination of both theory X and Y views of supervision. Definitions of groups that were isolated in the present study reflect, in part, the findings of Myers.

A relationship between motivation of managers and subordinates at various levels in the organization was reported (Myers, 1966). Data on validity and reliability of instruments used in the study was conspicuously absent in the report of the study.

Kuriloff (1963) reported initial results of a 3-year experience of the reorganization of Non-Linear Systems, Inc. to parallel theory Y views of human nature. The results reported were the creation of an atmosphere of mutual trust and acceptance, an emphasis on controlling the process rather than controlling and directing the people, a reduced absentee rate and one that was 2.8% less than the absentee rate in similar businesses in the community, steady improvement in productivity in man-hours per instruments, and productivity that was "30 percent better than at any period in the company's history [14]." A 70% reduction in the number of complaints about the quality of instruments received from users since the experiment began was noted. An increase in vertical movement of organizational members, utilization of a variety of communication channels as contrasted to one medium--the written word, improvement in capability, multiplication of product line by fourfold, and the probing and testing of new ways of doing things were additional results reported as a result of the 3-year experiment with a management systems based on theory Y assumptions. No data were reported on direct or indirect measures of the quality of interpersonal relationships perceived by employees.

In summary, a relationship between supervisory assumptions and behavior was found to exist in an industrial setting. Supervisory behavior and motivational assumptions as perceived by subordinates were found to be functionally related to levels of satisfaction and perceived initiating and consideration supervisory behaviors. A

person's preference for theory X and Y assumptions and perceived supervisory position on the two scales were related to supervisory effectiveness. The present study examined hypotheses concerning the quality of interpersonal relationships between supervisory personnel and teachers when the teachers are treated differently than they prefer to be treated. Age was found to be related to theory X and Y scale scores. Age is a covariant of teacher perceptions in the present study. In an educational setting, the position of the leader on theory X and Y scales was found to affect the relationship between group perceptions of leader task-human relations orientation and the perception of the leader of his task-human relations orientation. Leader-member relations, a situational variable with which Galfo (1975) did not deal, was investigated in the present study.

Supervisory Behavior and

Interpersonal

Relationships

In a study involving 166 inservice teachers enrolled in graduate classes, Blumberg and Amidon (1965) investigated the effects of perceived direct and indirect supervisory behavior on three dimensions of the supervisory conference. The three dimensions were teacher evaluation of productivity of the supervisory conference, the learning derived from the conference, and the overall communicative atmosphere of the supervisory conference.

There were four differential perceptions of supervisory

behavior isolated for study. The four groups, differentiated on the dimension of directness and indirectness, were identified as:

Group A--Supervisors who received high scores on both the direct and indirect behavior scale.

Group B--Supervisors who received high scores on direct behavior and low scores on the indirect behavior scale.

Group C--Supervisors who received a low score on the direct behavior scale and a high score on the indirect behavior scale.

Group D--Supervisors who received low scores on both the direct and indirect behavior scale [Blumberg & Amidon, 1965, p. 2].

Similar groups differentiated on the theory X and Y dimension of supervisory behavior were isolated for study in the current investigation.

Perceived productivity, learning effects, and communicative atmosphere of conferences were found to be a function of direct and indirect supervisory behavior. The highest level of productivity and learning outcomes was related to supervisory conferences in which the supervisor was perceived to emphasize indirect behavior and deemphasize direct behavior. Supervisors who received a high score on the indirect behavior scale, regardless of the strength of the direct score, were seen to be more effective on two of the three dimensions of the conference. The two dimensions were perceived productivity and perceived learning derived from the conference.

In the area of learning about oneself as a person, the data indicated that a supervisor who was perceived to combine direct and

indirect behaviors was most effective. Communicative freedom in conferences was negatively affected when the supervisor was seen to emphasize high direct behavior and deemphasize indirect behavior. The implication of this finding was that "directive supervisory behavior may induce defensiveness in the communicative atmosphere, while indirect supervisory behavior may create supportiveness [Blumberg & Amidon, 1965, p. 3]." Supervisors who were perceived to deemphasize both direct and indirect behavior were perceived to be more supportive but the conferences were seen to be less productive.

In 1968, Blumberg investigated the effects of supervisory behavior on interpersonal relationships as perceived by teachers. There were 210 inservice teachers enrolled in graduate classes who again differentiated four supervisory behavior styles on one dimension of supervisory behavior. The dimension of behavioral styles was direct and indirect supervisory behaviors. There were four aspects of interpersonal relations investigated. The four aspects of interpersonal relations were empathy, regard, unconditional positive regard, and congruency which constitute the Relationship Inventory that was used in the present study.

Interpersonal relations were found to be a function of perceived supervisory behavioral styles. More positive interpersonal relations were associated with supervisory conferences in which supervisors were perceived to combine highly direct and highly indirect behavior patterns or supervisors who emphasized high indirectness

and deemphasized directness. Less positive interpersonal relations were associated with supervisory conferences in which the supervisory behavioral style was identified as high on the direct dimension and low on the indirect dimension or low on both the direct and indirect dimensions. Hypotheses concerning a higher or lower quality of interpersonal relationships as a function of perceived supervisory position on theory X and Y scales were examined in the present study. The design of the present study reflected the finding that combinations of intervention strategies are functionally related to the quality of interpersonal relationships between teachers and supervisory personnel.

A study was conducted in 1968 (Blumberg & Weber) to investigate the relationship between teacher morale and teacher perception of supervisory behavioral style. Consistent with behavioral styles differentiated in earlier studies conducted on the supervisory conference, 210 inservice teachers enrolled in graduate classes differentiated four supervisory behavioral styles. The differentiation was made on the direct and indirect dimension of the supervisory conference. The four supervisory styles were identified as high-direct, high-indirect; low-direct, high-indirect; high-direct, low-indirect; and low-direct, low-indirect. Teacher morale was significantly related to differential descriptions of supervisory behavior.

Teachers who reported the highest level of morale perceived their supervisors to emphasize indirect behaviors such as asking non-critical questions about teaching behavior, accepting and clarifying

ideas about teaching problems, praising teaching performance, asking the teacher's opinion on how to overcome teaching problems, and engaging teachers in discussions of their feelings about the supervisor-teacher relationship. When teachers perceived the supervisor to emphasize direct behaviors and perceived limited emphasis on indirect behaviors, teacher morale was negatively affected. Direct behaviors were defined as giving opinions about teaching practices, criticizing teaching behaviors, and suggesting specific ways to teach or specifying what teachers are to do.

Teacher morale was operationally defined as a high score on the Suehr Incomplete-Sentence Instrument that was designed to measure morale. A high morale situation was assumed to exist when "a relatively competent person has reasonable freedom of action, has a sense of being involved in problem-solving with others who are part of his work, is dealt with as a person, and is relatively free from external evaluation [Blumberg & Weber, 1968, p. 112]."

Churukian and Cryan (1972) investigated interpersonal relations between college supervisor and student teachers as a function of discrepancies between "perceived" and "wished for" supervisory behavior on the dimension of directness and indirectness. There were four aspects of interpersonal relations delineated and specified at three levels of quality. The four aspects of interpersonal relationships and levels of quality were: High, middle, or low quality of regard; high, middle, or low quality of empathy; high, middle, or low quality of unconditionality of regard; and high, middle, or low

quality of congruence. Null hypotheses of the study were that there would be no differences in direct discrepancy scores or indirect discrepancy scores between the conditions of high, middle, or low quality of regard, empathy, unconditionality of regard, or congruence.

Statistical analyses revealed that there was no difference in direct discrepancy scores between the conditions of high, middle, or low quality of regard, empathy, unconditionality of regard, or congruence. However, a statistically significant difference at the .01 level of confidence was found on the dimension of indirect supervisory behavior under the conditions of high, middle, or low quality of regard, empathy, unconditionality of regard, and congruence. Data were interpreted as indicating that "as positive interpersonal relations are established in a supervisory setting, the indirect 'perceived-wished for' discrepancy will be minimized [Churukian & Cryan, 1972, p. 8]." The researchers recommended that a primary objective of the supervisor should be to establish a high quality of interpersonal relations to maximize teacher perceived learning and productivity.

In a study involving 22 college supervisors and 85 student teachers, Cryan (1972) investigated the relationship between the quality of interpersonal relations and supervisory verbal style. The study differs from studies reported in the preceding review of studies in that taped recordings (direct measures) of the supervisory conferences were analyzed, by means of an interaction analysis system, to determine supervisory verbal behavior style.

Null hypotheses of the Cryan (1972) study were that there would

be no significant linear or quadratic relationship between supervisor verbal style and four aspects of interpersonal relationships. The four aspects of interpersonal relationships were the quality of regard, the quality of empathy, the quality of unconditional regard, and the quality of congruence. Supervisory verbal style was defined as the composite indirect score derived from the Supervisory Interaction System. Analysis of data indicated that there was no relationship existing between supervisor verbal style and the quality of interpersonal relationships. It was assumed, therefore, that direct measures of supervisor verbal behavior were not a useful predictor of the quality of interpersonal relations between student teachers and college supervisors.

Sanders and Merritt (1974) investigated the relationship between four perceived supervisory styles and attitudes 92 student teachers had toward education and teaching as a career. The null hypotheses of no difference between groups from pretest- to posttest-time were tested. Results of the study, as interpreted by Sanders and Merritt were:

1. Participants who perceived their supervisors as high on asking behavior changed their attitudes toward educational practices over time. The changes in the direction toward more progressive beliefs occurred in supervisory climates that may be described as high on indirect supervisory behavior.
2. The participants who perceived their supervisors as being

high on telling and high on asking behavior changed attitudes over time. The climate established by an HDHI [High direct--high indirect] supervisor may be related conceptually to "initiating structure" and "consideration."

3. No significant differences in attitudes toward teaching as a career were found in any group. Nor were differences in attitudes toward teaching as a career discovered among groups over time. Significant interaction effects were reported, however, which suggest that a combination of supervisory style and time may account for some differences. The HDHI group changed markedly over time to a more favorable attitude toward education [p. 12].

In summary, studies that have been conducted to investigate the interpersonal relationship variable provided empirical data for the design of the present study. Teachers have differentiated supervisory behavior on the dimension of direct and indirect descriptive behaviors. Concomitant results indicated that particular combinations of supervisory direct and indirect behaviors were functionally related to the quality of interpersonal relationships. More positive attitudes toward supervision, learnings derived from conference, and morale were related to supervisory behavior described as being highly indirect with either high or low emphasis on direct behaviors. Indirect behaviors are similar to theory Y assumptions while direct behaviors are similar to theory X assumptions. In the present study, hypotheses were tested concerning the quality of interpersonal

relationships under the conditions of combinations of perceived theory X and Y positions.

Chapter 3

Methodology

The purpose of the study was to investigate the relationship between teacher perceptions of managerial style and the quality of interpersonal relationships between teachers and supervisory personnel in the public schools. A description of the methodology to meet this research goal is presented in Chapter 3. The description of the methodology includes discussions of: (a) research site and experimental population, (b) sample selection, (c) measures, (d) data collection, and (e) data analyses.

Research Site and Experimental Population

A section of the geographical region referred to as Tidewater, Virginia, was selected for conducting the research of this study. There were four school systems in this urban region studied. The four school systems provide public education for a combined population of approximately 77,000 learners. The school systems have a combined total of about 4,000 elementary and secondary instructional personnel which constituted the total population of this study.

Each school system was contacted for an appointment to discuss the research study. During meetings with designated central office personnel, copies of the statement of purpose of the research, instruments to be used in the study, and the research design of the study were shared with designated personnel. Permission to conduct the study was granted.

Sample Selection

The directories of instructional personnel for each school system were coded and, using a table of random numbers (Rand Corporation, 1955), 200 elementary and secondary teachers were randomly selected for the study. Random replacement was used and 215 teachers were contacted. The general purpose of the study was explained during the initial contact with teachers. Of the 200 teachers initially contacted, 15 teachers were unable to participate; 15 alternate subjects were randomly selected.

The selection process yielded a sample of 200 teachers in 83 different schools. Central office personnel were contacted after the initial contact with teachers. The names of the schools involved in the study were identified for two of the four systems so that letters could be sent to the building principals. The purpose of the letter was to inform the principals that the research had been approved by central office personnel, to introduce the researcher, and to solicit their cooperation in the study. The researcher contacted, by telephone or in person, each principal of the remaining two systems to communicate the information delineated in the previously mentioned letter.

Description of the Measures

The measures used in the study were the Managerial Philosophies Scale (Jacoby & Terborg, 1957b), perceptions of People (Galfo, 1976), and the Relationship Inventory (Barrett-Lennard, 1962). The Managerial Philosophies Scale and the perception of People were administered first in the study.

Managerial Philosophies Scale

The Managerial Philosophies Scale (MPS) was used to measure teacher perceptions of the position of the supervisory personnel on the McGregor (1960) theory X and theory Y scales to determine managerial style, the independent variable in the study. MPS is a 36-item scale that was modified to ask the teachers to give their perception of the managerial philosophy of supervisory personnel as opposed to asking supervisory personnel to respond to the items. Directions for effecting this change in the responses elicited from MPS are presented in Appendix A.

A Thurstonian response format is used in the MPS which asks the respondent to indicate the degree to which he/she agrees or disagrees with statements that correspond to the McGregor (1960) theory X and theory Y description of the two views of man. On the MPS, 24 of the items reflect theory X assumptions about human nature and 12 items reflect theory Y assumptions of human nature. Each scale item is related from +3 to -3 where +3 means "I agree very much" and -3 means "I disagree very much." Actual scoring of the MPS is done on an equal interval scale of seven to one. The scale is not reversed for the theory X or theoretically negative-oriented statements. Therefore, a total score for the MPS based on this scoring procedure is meaningless. Because a total score was needed for a statistical test of Hypothesis 1 of the study, the interval scale of seven to one was reversed for theoretically negative-oriented statements. Further, since the negatively oriented statements appear in pairs with each

third statement reflecting a theory Y view of man and there are twice as many theory X oriented statements as theory Y statements, the sum of the responses to each pair of negatively oriented statements was divided by two to equalize the two scales for relative comparison. Using this procedure, it was possible to get a total MPS score ranging from 24 to 168 where the highest score means that the respondent most strongly agrees with theory Y views of man and the lowest MPS score means that the respondent most strongly agrees with theory X views of man.

A score for the perceptions teachers have of the position of supervisory personnel on theory X and theory Y scales was computed by summing responses, based on the reversed interval scale and a single score for each pair of negatively oriented statements, for the items corresponding to each of the two scales. A low score on the theory X scale means a high propensity for theory X views and a high score means a low propensity for theory X views. The highest score on the theory Y scale means a high propensity for theory Y views and a low score means a low propensity for theory Y views. Figure 2 is presented to illustrate the modified scoring of the MPS.

In a study (Jacoby & Terborg, 1975a) involving 436 supervisors and nonsupervisors in government and in private industry, to which reference was made in Chapter 2, reliability and validity coefficients for the MPS were determined. The median correlations for theory X and theory Y item reliabilities were relatively high,

$$\underline{r} = .51$$

Possible range of total Managerial Philosophies Scales (MPS) scores.

.	.	.
24	84	168
High X	Low X Low Y	High Y

Possible range of theory X scores.

.	.
12	84
High X	Low X

Possible range of theory Y scores.

.	.
12	84
Low Y	High Y

Figure 2. Ranges and interpretations of modified scoring of the
Managerial Philosophies Scales.

$$\underline{N} = 436$$

$$\underline{p} < .01$$

and

$$\underline{r} = .55$$

$$\underline{N} = 436$$

$$\underline{p} < .001,$$

respectively. Internal consistency reliability coefficients for each scale was high,

$$\underline{r} = .85$$

$$\underline{N} = 436$$

$$\underline{p} < .001,$$

for the X scale and

$$\underline{r} = .77$$

$$\underline{N} = 436$$

$$\underline{p} < .001$$

for the Y scale. The construct validity coefficient was

$$\underline{r} = -.55$$

$$\underline{N} = 436$$

$$\underline{p} < .001$$

which indicates a strong negative relationship between theory X and theory Y scales.

Reliability and construct validity coefficients were determined in the present study for the modification of the MPS directions to ask teachers to give their perception of the managerial style of the supervisory personnel. The split-half technique of odd

versus even was used to determine internal reliability correlation coefficients for the modified instrument. This method resulted in a relatively high correlation coefficient,

$$\underline{r} = .84$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

The Spearman-Brown formula was applied to the odd and even scores to estimate total reliability of the MPS. This procedure resulted in a relatively high correlation coefficient,

$$\underline{r} = .82$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

Construct validity was determined by relating the responses to the MPS to the perception of People instrument. A discussion of these results is presented in the subsequent section. Information concerning acquisition of the MPS is presented in Appendix B.

People Scale

A measure of construct validity was obtained by determining the relationship between MPS and perception of People (PEOPLE) responses. A Likert (1961) response format is used in the 23-item PEOPLE questionnaire. On a one to seven equal interval scale, respondents are asked to indicate the degree to which one of a set of paired adjectives best describes their view of people in general. Some of the paired adjectives are: trustworthy--untrustworthy; childlike--adult; and independent--dependent. The one

to seven equal interval scale is reversed when the positive adjective appears first in the item. A score of seven on any item is interpreted as a theory Y orientation to people in general while a score of one on any item reflects a theory X orientation to people in general. The range of the total score is 23 to 161. A high score on PEOPLE is synonymous with a high score on the MPS while a low score is synonymous with a low score on the MPS.

The split-half technique based on odd versus even item scores was used to determine internal reliability coefficients for the PEOPLE scale. This procedure resulted in a relatively high correlation coefficient,

$$\underline{r} = .87$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

Applying the Spearman-Brown formula to determine total reliability of the PEOPLE scale resulted in a high correlation coefficient,

$$\underline{r} = .85$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

A Pearson Product-Moment Coefficient of Correlation between MPS and PEOPLE scores for a measure of construct validity of the modified MPS resulted in a relatively high coefficient,

$$\underline{r} = .42$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

Previous correlation coefficients determined by Galfo (1976) indicated that scores on PEOPLE significantly relate to measures of the McGregor (1960) theory X and Y,

$$\underline{r} = .595$$

$$\underline{N} = 107$$

$$\underline{p} < .001.$$

The PEOPLE scale is presented in Appendix C.

Relationship Inventory

The Relationship Inventory (RI) was used as a measure of the quality of interpersonal relationships the teacher perceives between the teacher and supervisory personnel, the dependent variable in the study. The RI, which was discussed in Chapter 1, was developed by Barrett-Lennard (1962) for use in therapeutic settings. However, the RI has been extensively used in the field of education as reflected in the studies reviewed in Chapter 2.

The RI is a 69-item questionnaire that is divided into four subscales of regard, empathy, unconditionality of regard, and congruence. Each scale consists of 16 to 18 items with negative and positive items randomly distributed. Each item is rated from +3 to -3 where +3 means "I strongly feel that it is true" and -3 means "I strongly feel that it is not true." Items that have a theoretically negative orientation are constructed so that a "minus" rating response is treated as a "plus." It is possible to get a total score ranging from -207 to +207. Based on the assumption that the total score provided some sort of gross measure of perceptions teachers have of the

quality of interpersonal relationships between supervisors and teachers, the total score of all four subscales has been used in previous research (Blumberg, 1968). A high quality of interpersonal relationships was operationally defined as a high score on the RI while a low score on the RI indicated that a lower quality of interpersonal relationships was seen to exist between the teacher and supervisory personnel.

Test-retest reliability in a nontherapeutic setting yielded correlation coefficients of .95 for total scores, .84 for level of regard, .89 for congruence, and .90 for unconditionality of regard (Barrett-Lennard, 1962, p. 12, note 5). In a therapeutic setting, the split-half technique to assess the internal consistency of the subscales resulted in reliability coefficients that ranged from .82 to .93 on client data and from .88 to .96 on therapist data. In the present study, the split-half technique based on odd versus even item scores was used to determine internal reliability coefficients for the RI. This procedure resulted in a correlation coefficient of .948,

$$\underline{r} = .948$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

Application of the Spearman-Brown formula to determine total reliability of the RI resulted in a correlation coefficient of .942,

$$\underline{r} = .942$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

Additional information on the RI is presented in Appendix D.

Data Collection

Each subject in the study was assigned a code and asked to complete the surveys at weekly intervals. The purpose of the weekly time interval was to alleviate any halo effect that could operate to affect the responses on the MPS and RI. The code number assigned to each subject was written on each envelope, letter, and survey distributed to subjects to allow the researcher to maintain records of returned surveys. Envelopes containing a letter expressing appreciation for participation in the study, definition of key terms, date surveys were to be collected, spaces to check to indicate age of the respondent, and the first two of the three surveys to be completed were forwarded to teachers through the school system mail delivery service between the dates of February 20 and 24, 1976. The letter accompanying the first phase of distribution is presented in Appendix E. These completed surveys were collected by the researcher the following week, February 27 through March 2, 1976, at which time the third and final survey was delivered to the subjects. A letter of instructions for completing the final survey is presented in Appendix F.

The data collection procedure resulted in a 100% response from 200 subjects and alternates that were randomly selected from a total population of about 4,000 elementary and secondary teachers in four school systems. There were 83 schools located in the Tidewater region of Virginia involved in the study.

Data Analyses

To determine the relationship between managerial styles and the quality of interpersonal relationships between teachers and supervisory personnel, several data analyses and research designs were used. The specific analysis and design for each of the hypotheses is presented.

Pearson Product-Moment

Coefficient of

Correlation

Hypothesis 1 was tested by determining if a statistically significant relationship existed between teacher perceptions of managerial style and teacher perceptions of the quality of interpersonal relationships between teachers and supervisory personnel. A correlation coefficient that was significant at the .01 level of confidence was interpreted as supporting the hypothesis that a relationship does exist between the quality of interpersonal relationships, as perceived by teachers, and teacher perceptions of managerial style of the supervisory personnel. Total scores on the MPS and RI were related by using the Pearson Product-Moment Coefficient of Correlation analysis of data.

Analysis of Variance

To test Hypothesis 2 and Hypothesis 3, it was first necessary to determine differential managerial styles perceived by teachers. There were four managerial styles isolated for a study of teacher perceptions of the quality of interpersonal relationships as a

function of differential managerial styles. The four managerial styles, as defined in Chapter 1, were: High X--High Y (HX-HY); High X--Low Y (HX-LY); Low X--High Y (LX-HY); and Low X--Low Y (LX-LY). High Y was determined by using the scores above the median on the Y scale. High X was determined by using the scores below the median on the X scale while Low X was determined by using the scores above the median on the X scale. Similarly, Low Y reflected the scores below the median on the theory Y scale. The frequency distribution and related descriptive statistics for theory X and theory Y scale scores are presented in Table 1 and Table 2, respectively.

Hypothesis 2 was tested by determining the variance in mean interpersonal relationship scores among differential managerial styles: HX-HY; HX-LY; LX-HY; and LX-LY. A one-way analysis of variance was used to determine the variance among the four groups of managerial styles. An F ratio was computed to determine if a statistically significant variability in the quality of interpersonal relationships existed among the four managerial styles. A Scheffé test was made to determine the source of variance in the quality of interpersonal relationships among managerial styles.

Analysis of Covariance

To determine the extent to which teacher perceptions of managerial styles as defined by theory X and theory Y positions vary with a teacher's age, the analysis of covariance was used. Beta was used to determine the strength of the relationship between perceived managerial styles and age. Eta was used to compute the amount of

Table 1
Theory X Scale

Mean	50.070	Standard	
Standard deviation	11.013	error	0.779
Minimum	22.000	Variance	121.281
Median	51.450	Maximum	79.000
		Range	57.000
Range	Fre- quency	Cumulative percentage	
20.0-24	2	1.0	
24.5-28	4	3.0	
28.5-32	8	7.0	
32.5-36	8	11.0	
36.5-40	20	21.0	
40.5-44	17	29.5	
44.5-48	22	40.5	
48.5-52	26	53.5	
52.5-56	32	69.5	
56.5-60	20	79.5	
60.5-64	26	92.5	
64.5-68	7	96.0	
68.5-72	7	99.5	

Table 1 (continued)

Range	Fre- quency	Cumulative percentage
72.5-76	0	99.5
76.5-80	1	100.0

Table 2
Theory Y Scale

Mean	63.525	Standard	
Standard		error	0.735
deviation	10.391	Variance	107.969
Minimum	28.000	Maximum	78.000
Median	65.875	Range	50.000
Range	Fre- quency	Cumulative percentage	
26-30	2	1.0	
31-35	1	1.5	
36-40	7	5.0	
41-45	6	8.0	
46-50	6	11.0	
51-55	16	19.0	
56-60	23	30.5	
61-65	33	47.0	
66-70	51	72.5	
71-75	43	94.0	
76-80	12	100.0	

explained variance in MPS scores accounted for by age and interpersonal relationships among the four groups of managerial styles.

Orthogonal Comparisons

To test the predictions made in Hypothesis 2 and Hypothesis 3 concerning linear relationships in the experiment, orthogonal comparisons were made. Hypothesis 2 was tested by determining if a statistically significant difference existed between the quality of interpersonal relationships seen to exist by teachers who perceived supervisory personnel to have a low propensity for theory X views of man and a high propensity for theory Y views of man, LX-HY versus HX-LY. Hypothesis 3 was tested by determining if a statistically significant difference existed between the quality of interpersonal relationships seen to exist by teachers who perceived supervisory personnel to have a high propensity for theory Y views of man in combination with a low or high propensity for theory X views of man, HX-HY and LX-HY versus HX-LY and LX-LY. A priori contrasts were made since the prediction was made in advance.

In summary, data analyses were accomplished by using the Pearson Product-Moment Coefficient of Correlation to determine the relatedness of the dependent and independent variable, analysis of variance to determine variance of sample means among groups, Scheffé test to determine the source of variability, analysis of covariance, and orthogonal comparisons for a priori contrasts. The Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) was used in the analysis of data.

Chapter 4

Results

The results of the statistical analyses of data to determine the relationship between teacher perceptions of managerial style and the quality of interpersonal relationships teachers perceive between teacher and supervisory personnel are presented in Chapter 4. The scores on the Managerial Philosophies Scale constituted the measure of the independent variable, managerial styles. Scores on the Relationship Inventory constituted the measure of the dependent variable, the quality of interpersonal relationships between teachers and supervisory personnel. The results of statistical analyses are reported in four sections. These four sections are Hypothesis 1, Hypothesis 2, Hypothesis 3, and covariance of age and managerial style.

Total scores on the MPS were related to total scores on the RI by the Pearson Product-Moment Coefficient of Correlation method. This method computes a correlation coefficient, r , that indicates the extent to which two measures are related. Computation of the sum of the responses to MPS items that corresponded to the McGregor (1960) theoretical assumptions X and Y provided a means for determining perceived position of supervisory personnel on theory X and theory Y scales. The range of scores on the theory X and theory Y scales obtained from the 200 teachers in this study were presented

in Table 1 and Table 2, respectively, in Chapter 3. The median score on each of the scales was used to differentiate high and low propensities for, or positions on, each of the two scales. Using this procedure for differentiation of managerial styles, four perceived managerial styles were isolated for study. The range for each of the four managerial styles is presented in Table 3.

Analysis of variance was used to relate the gross scores of interpersonal relationships to differential descriptions of the managerial style of supervisory personnel. Analysis of variance is a statistical method used to test the statistical difference of the differences among sample means. Analysis of variance yields an F ratio that indicates whether the difference among sample means is due to sampling error or chance. A Scheffé test was made to identify the source of variance in interpersonal relationship mean scores. Scheffé is a statistical test of all possible linear combinations of group means. Thus, in the Scheffé procedure, a single range value is used for comparisons rather than solely pairs of group means. Scheffé establishes homogeneous subsets of group means. Homogeneous subsets are subsets of groups in which no set of pairs have means that differ by more than the shortest significance range for a subset of that size. To test predictions concerning linear relationships between pairs of group means, orthogonal comparisons were made. Orthogonal comparisons consist of linear combinations of parameters with corresponding coefficients that sum to zero and products of corresponding coefficients for all pairs of contrast that sum to zero. Pairs of

Table 3
Range of Scores for Managerial Style

Managerial style	Range of Scores	
	Theory	Theory
	X	Y
High X--high Y	22-51.5	66-78
High X--low Y	22-51.5	28-65
Low X--high Y	52-79.0	66-78
Low X--low Y	52-79.0	28-65

group means are used in orthogonal comparison of means. A priori contrasts were made since the predictions of the quality of interpersonal relationships under particular conditions of differential managerial styles were determined in advance on the basis of theory. Scores on the MPS, RI, and PEOPLE scale obtained from the 200 teachers in this study are presented in Appendix G.

Hypothesis 1

Hypothesis 1 states that teacher perceptions of the position of the supervisory personnel on theory X and theory Y scales are related to teacher perceptions of the quality of interpersonal relationships between teacher and supervisory personnel. A correlation coefficient that indicates that managerial style and the quality of interpersonal relationships are significantly related at the .01 level of confidence would support this hypothesis.

A Pearson Product-Moment Coefficient of Correlation relating teacher perceptions of managerial style and teacher perceptions of the quality of interpersonal relationships between teacher and supervisory personnel resulted in a correlation coefficient of .56 which was significant at the .001 level of confidence,

$$\underline{r} = .56$$

$$\underline{N} = 200$$

$$\underline{p} < .001.$$

This correlation coefficient indicated that there is a statistically significant relationship between teacher perceptions of managerial style and the quality of interpersonal relationships between teachers

and supervisory personnel. Hypothesis 1 was accepted. The frequency distribution and related descriptive statistics relative to this correlation are presented in Tables 4 and 5, respectively. The actual scores obtained on each of the measures of the two variables appear in Appendix G.

Hypothesis 2

Hypothesis 2 states that teachers who perceive their supervisory personnel to be low on the theory X scale and high on the theory Y scale will perceive a higher quality of interpersonal relationships than teachers who perceive their supervisory personnel to be high on the theory X scale and low on the theory Y scale. No significant difference among the quality of interpersonal relationships under differential managerial styles would preclude the testing of this hypothesis. Therefore, to test Hypothesis 2, an F ratio was established for the variance of sample means among differential managerial styles: HX-HY; HX-LY; LX-HY; and LX-LY. A Scheffé test was made to determine the source of variance.

The analysis of variance resulted in an F ratio of 17.04 with 3 and 196 degrees of freedom which indicated that there was a significant difference among the quality of interpersonal relationships perceived under the conditions of HX-HY, HX-LY, LX-HY, and LX-LY managerial styles,

$$F(3, 196) = 17.04, p < .000.$$

The results of the analysis of variance relative to this result is presented in Table 6.

Table 4
Managerial Philosophies Scale

Mean	113.595	Standard	
Standard deviation	19.210	error	1.358
		Variance	369.034
Minimum	51.000	Maximum	149.500
Median	118.350	Range	98.500
<hr/>			
	Fre-	Cumulative	
Range	quency	percentage	
<hr/>			
50- 59.5	3	1.5	
60- 69.5	5	4.0	
70- 79.5	6	7.0	
80- 89.5	11	12.5	
90- 99.5	19	22.0	
100-109.5	31	37.5	
110-119.5	38	56.5	
120-129.5	45	79.0	
130-139.5	33	95.5	
140-149.5	9	100.0	
<hr/>			

Table 5
Relationship Inventory Scale

Mean	58.910	Standard	
Standard		error	4.626
deviation	65.415	Variance	4,279.152
Minimum	-107.000	Maximum	180.000
Median	68.500	Range	287.000

Range	Fre- quency	Cumulative percentage
-109- - 80	4	2.0
- 79- - 50	10	7.0
- 49- - 20	17	15.5
- 19- 10	17	24.0
+ 11- 40	24	36.0
+ 41- 70	32	52.0
+ 71- 100	35	69.5
+101- 130	38	88.5
+131- 160	13	95.0
+161- 190	10	100.0

Table 6
Analysis of Variance--Interpersonal
Relationships

Source of variation	Sum of squares	Degrees of freedom	Mean square	<u>F</u> ratio
Between groups	176,106.875	3	58,702.2891	17.034*
Within groups	675,449.687	196	3,446.1719	
Total	851,556.562	199		

*
p < .000.

The results of the Scheffé test, with a confidence level of .01, indicated that there was a significant difference between the means of interpersonal relationship scores under the conditions of HX-LY and LX-HY, $\underline{p} < .01$. Interpersonal relationships under the conditions of HX-LY and HX-HY were significantly different, $\underline{p} < .01$. There was no significant difference between the quality of interpersonal relationships under the conditions of HX-LY and LX-LY and no significant difference existed among the means of interpersonal relationship scores under the conditions of LX-LY, HX-HY, and LX-HY. The source of variance in interpersonal relationships was the managerial style that was described as HX-LY or the supervisory style that emphasized directing, controlling, and judging teacher behavior and deemphasized goal setting, self-control, participation, and self-direction. Results of the Scheffé test relative to this finding is presented in Table 7.

An orthogonal comparison of group means for managerial styles described as HX-LY and LX-HY was made to test the prediction that a higher quality of interpersonal relationships would be perceived when teachers perceived their supervisory personnel to be low on the theory X scale and high on the theory Y scale than when supervisory personnel is perceived to be high on the theory X scale and low on the theory Y scale. The orthogonal comparison of the means of the quality of interpersonal relationships of managerial styles described as HX-LY and LX-HY, $C_1: (1_0^2 1^3 -1^4 0)$, resulted in a \underline{t} ratio of 7.011

Table 7
Scheffé Test--Interpersonal Relationships
and Managerial Styles

Homogeneous		
subsets	Group	Mean
Subset 1	HX-LY	21.3562
	LX-LY	60.7143
Subset 2	HX-HY	73.4615
	LX-LY	60.7143
	LX-HY	87.9750

Note. Range equals 4.83.

with 196 degrees of freedom, $p < .000$. This ratio supports the hypothesis that a higher quality of interpersonal relationships is perceived by teachers when teachers see their supervisory personnel as having a managerial style that reflects a high theory Y view of man than supervisory personnel who are perceived as having a high theory X view of man. The hypothesis was accepted. The orthogonal comparison relative to this result is presented in Table 8.

Hypothesis 3

Hypothesis 3 states that a higher quality of interpersonal relationships will be perceived by teachers when the supervisory personnel is perceived to be high on the theory Y scale regardless of the strength of the theory X position. A significant difference between the means of interpersonal relationship scores under the combined conditions of HX-HY and LX-HY versus HX-LY and LX-LY would support this hypothesis. An orthogonal comparison was made to test this prediction.

The results of the orthogonal comparison of the combined means of the quality of interpersonal relationship scores of managerial styles described as HX-HY and LX-HY versus HX-LY and LX-LY, $C_2: (1-.5^2-.5^3-.5^4-.5)$, resulted in a t ratio of 4.04 with 196 degrees of freedom, $p < .000$. This value supports the hypothesis that a higher quality of interpersonal relationships is perceived by teachers when the supervisory personnel is perceived to be high on the theory Y scale regardless of the strength of the theory X

Table 8
 Orthogonal Comparison of Means: High X--Low
 Y versus Low X--High Y Managerial Style
 and Interpersonal Relationships

Means	1_0	2_1	3_{-1}	4_0
	73.4615	21.3562	87.9750	60.7143
Source of variation	Value	Stan- dard error	Degrees of freedom	t ratio
$C_1: (1_0^2 3_{-1}^4 0)$	-66.6188	9.5018	196	-7.011*
$C_2: (1_1^2 3_0^4 -1)$	12.7473	17.2235	196	.740
$C_3: (1_{.5}^2 -.5^3 -.5^4 .5)$	12.4223	9.8353	196	1.263

* $p < .000$.

position. The hypothesis was accepted. The orthogonal comparison relative to this result is presented in Table 9.

Covariance of Age and Managerial Style

Age was a covariant of perceptions teachers have of managerial style in this study. To test the relationship between age and perceived managerial styles, an analysis of covariance was made. A statistically significant difference among the means of managerial styles and age would indicate that managerial styles covary with age.

An F ratio of 7.381 with 1 and 3 degrees of freedom, $p < .007$, indicated that age is significantly related to perceived managerial styles. The F ratio for the main effects of age among groups was 151.153 with 1 and 3 degrees of freedom, $p < .000$. The mean square of the interaction of age and managerial styles was 111.975. An Eta squared of .7056,

$$\text{Eta} = .84,$$

indicated that the proportion of variance in managerial styles explained by the combined effects of age and interpersonal relationships was 71%. This leaves 29% unexplained variance in managerial style scores. A Beta of .208 indicated that, while age was significantly related to perceived managerial styles, the relationship between age and managerial styles is relatively weak.

Controlling for age when computing the F ratio increased the F ratio for the main effects of interpersonal relationships among groups from 151.153, degrees of freedom equal (1, 3), $p < .000$ to 154.130, degrees

Table 9

Orthogonal Comparison of Means: High X--High
Y and Low X--High Y versus High X--Low Y
and Low X--Low Y Managerial Style
and Interpersonal Relationships

Means	1 _{-.5}	2 _{.5}	3 _{-.5}	4 _{.5}
	73.4615	21.3562	87.9750	60.7143
Source of variation	Value	Stan- dard error	Degrees of freedom	<u>t</u> ratio
C ₁ : (1 _{-.5} 2 _{.5} 3 _{-.5} 4 _{.5})	-39.6830	9.8353	196	-4.035*
C ₂ : (1 ₁ 2 ₀ 3 ₋₁ 4 ₀)	-14.5135	13.2523	196	-1.095
C ₃ : (1 ₀ 2 ₁ 3 ₀ 4 ₋₁)	-39.3581	14.5365	196	-2.708**

* $p < .000$.

** $p < .007$.

of freedom equal (1, 3), $p < .000$. The mean square of the interaction of interpersonal relationships and managerial styles, controlling for age, was 111.541. Controlling for age did not change the Eta value, Eta is .84 in each computation of the F ratio. The amount of variance explained by age and interpersonal relationships, multiple r squared is .703, was only slightly decreased when age was controlled for in the computation of the F ratio, multiple r squared is .702. The assertion that the age of teachers is related to perceived managerial styles was supported within the population studied. The analysis of covariance relative to these results is presented in Table 10 and Table 11.

Table 10
Analysis of Covariance--Managerial
Style and Age

<u>Beta</u> = .208				
<u>Eta</u> = .84				
Multiple <u>r</u> squared = .703				

Source of variation	Sum of squares	Degrees of freedom	Mean square	<u>F</u> ratio
Covariates				
Age	826.529	1	826.529	7.381 [*]
Main effects				
Group	50,775.992	3	16,925.328	151.153 ^{**}
Residual	21,835.043	195	111.975	
Total	73,437.562	199	369.033	

^{*}
p < .007.

^{**}
p < .000.

Table 11
 Analysis of Variance--Managerial Style
 and Interpersonal Relationships
 Controlling for Age

$\text{Eta} = .84$ $\text{Multiple } r^2 = .702$				
<hr/>				
Source of variation	Sum of squares	Degrees of freedom	Mean square	<u>F</u> ratio
<hr/>				
Main effects				
Group	51,575.465	3	17,191.820	154.130 [*]
Residual	21,862.098	196	111.541	
Total	73,437.562	199	369.033	

^{*}
 $p < .000.$

Chapter 5

Discussion and Conclusions

The relationship between teacher perceptions of managerial styles and the quality of interpersonal relationships between teachers and supervisory personnel was investigated in this descriptive study. The relatedness of the two variables and linear relationships among managerial styles as they affect the quality of interpersonal relationships between teacher and supervisory personnel were predicted in three hypotheses. Each predicted relationship was statistically supported at a confidence level of .001 or less.

The specific findings of the investigation are discussed and conclusions are drawn relative to these findings in Chapter 5. Discussion and conclusions are presented in six sections. These sections are (a) Managerial Style and Interpersonal Relationships, (b) Differential Managerial Styles, (c) Managerial Styles and Interpersonal Relationships--Linear Relationships, (d) Covariance of Age and Managerial Style, (e) Implications for Educational Administrative Practice, and (f) Implications for Research.

Managerial Style and Interpersonal Relationships

The relationship between teacher perceptions of the position of supervisory personnel on theory X and theory Y scales, managerial style, and the quality of interpersonal relationships between teachers

and supervisory personnel was significant. This finding indicates that the extent to which teachers feel that they are trusted, respected as a person by supervisory personnel, and that the regard given them will not be affected by whether supervisory personnel approves or disapproves of their behavior is related to how teachers feel their supervisory personnel view the nature of human behavior in the organization.

Within the population of the present study, this finding supports the theoretical relationship between managerial philosophy or assumptions from which managerial behavior stems and subordinate reaction to supervision posited by Likert (1961) and McGregor (1960). Support is also given to the McGregor assertion that every encounter with the supervisor affects subordinates either positively or negatively. It is concluded that teachers perceive managerial style as defined by the theoretical assumptions X and Y and that these perceptions are reflected in the quality of interpersonal relationships teachers perceive between teachers and supervisory personnel.

Differential Managerial Styles

Teachers differentiated managerial style on the dimension of theoretical assumptions X and Y. The relationship among the quality of interpersonal relationships under conditions of combinations of theory X and theory Y strategies was statistically different. Supervisory personnel who were perceived by teachers to have a managerial style with a high degree of theory X views combined with a low degree of theory Y views were also perceived to have a significantly

different quality of interpersonal relationships with the teachers than supervisory personnel who were perceived to have a low degree of theory X views combined with a high degree of theory Y views. Similarly, teachers perceived a different quality of interpersonal relationships when supervisory personnel were perceived to have a high degree of theory X views combined with low theory Y views as compared to a high degree of both theory X and theory Y views. This finding supports empirical studies which have shown that teachers are able to differentiate supervisory behavior on particular dimensions.

The conclusion is that degrees of controls and directions are functionally related to the quality of interpersonal relationships between teachers and supervisory personnel. Further, the source of variability in the quality of interpersonal relationships between teachers and supervisory personnel is teacher perceptions of a managerial style that reflects a high theory X view combined with a low theory Y view of human nature.

Managerial Style and Interpersonal

Relationships--Linear

Relationships

When linear relationships of the quality of interpersonal relationships under the conditions of combinations of theory X and theory Y managerial styles were investigated, the finding that degrees of controls and directions are functionally related to the quality of interpersonal relationships was further specified. A significantly

higher quality of interpersonal relationships was found between teachers and supervisory personnel when teachers perceived supervisory personnel to have a high theory Y view combined with a low theory X view of human behavior than when teachers perceived supervisory personnel to have a high theory X view combined with a low theory Y view of human behavior. Combinations of managerial styles that were described by teachers as having a high degree of theory Y views of human behavior reflected in managerial style, regardless of the degree to which theory X views were reflected in managerial style, resulted in a higher quality of interpersonal relationships than the reflection of high theory X views of human behavior in managerial style.

The indication is that supervisory personnel who select managerial strategies that emphasize self-control, self-direction, and participation in goal setting and evaluation of the achievement of school goals enhance the probability of more positive interpersonal relations in the professional relationship. Conversely, when teachers perceive supervisory strategies that emphasize directing, controlling, and solely judging teacher performance, the probability of positive interpersonal relationships between teacher and supervisory personnel is significantly decreased.

A higher quality of interpersonal relationships was found to exist when supervisory personnel was perceived to have both high X and high Y views of human behavior than when teachers perceived supervisory personnel to have high theory X views and low theory Y views of

human behavior. This indicates that high directing and controlling supervisory behavior can be viewed positively if the teacher feels that these behaviors do not lessen the degree of trust, respect, regard, and genuine concern the teacher receives from supervisory personnel. It appears that supervisory personnel can control, direct, and judge teacher behavior as long as teachers feel very strongly that they are still being treated humanely. This finding is consistent with the Blumberg (1968) finding that there was no significant difference between the quality of interpersonal relationships under the conditions of highly indirect supervisory behavior combined with highly direct behaviors and highly indirect supervisory behavior combined with low direct behaviors. The source of variability in the Blumberg study was the perception of highly indirect behaviors in supervisory styles.

The findings in the current study correspond with the assertion (Jacoby & Terborg, 1975b) that managers who select managerial strategies with theory Y views are congruent with a larger population than managers who select theory X views. The present study showed that managers who are perceived to have high theory Y views of human behavior can expect to be congruent for most of their personnel in terms of their interpersonal relationships. Managers who are perceived to have a high theory X view of human behavior, however, have an unsatisfactory interpersonal relationship with most of their personnel unless they also are perceived to have a high theory Y view.

The conclusion is that when teachers see that they have

limited opportunity to exercise self-direction, self-control, and to participate in setting goals and evaluating the achievement of these goals, the quality of interpersonal relationships is negatively affected. Further, when teachers feel that the managerial strategies that supervisory personnel select to control and direct their work provide teachers opportunities to participate in the process of supervision, the quality of interpersonal relationships is positively affected.

Covariance of Age and Managerial Styles

The perceptions teachers have of the position of supervisory personnel on theory X and theory Y scales varied with the age of the teachers. This finding corresponds with the results of the Jacoby and Terborg (1975a) study that showed that managerial philosophies varied with age of managers. The present study showed that the indirect measures of managerial philosophy, the perceptions of a theory X and theory Y position, were also related to the age of teachers. The relationship between age and managerial style was relatively weak and the variance accounted for in perceived managerial philosophies was increased only slightly when age was considered.

It is concluded that the perception of managerial styles on the dimension of theory X and Y is related to the age of teachers. Since the relationship was relatively weak and the age factor increased the amount of explained variance in managerial styles only slightly, age might not be a major indicant of the perceptions

teachers have of the position of supervisory personnel on theory X and theory Y.

Implications for Educational

Administrative Practices

The quality of interpersonal relationships teachers perceived under differential managerial styles was found to be significantly different in the present study. The researcher concludes that the quality of interpersonal relationships between teachers and supervisory personnel is significantly dependent upon the perceptions teachers have of the views their supervisory personnel have toward the nature of human behavior in the schools. Educational administrators can enhance the probability of more positive interpersonal relationships between teachers and supervisory personnel by making a concerted effort to engage teachers in the determination of school goals, the analysis of teaching behavior to meet these goals, and by allowing teachers to participate in determining teaching behaviors that tend to increase or decrease the learner's probability of success in school.

Research indicates that when teachers have the opportunity to confer in the analysis and formative evaluation of teaching performance, teachers also perceive a higher degree of learning (Blumberg & Amidon, 1965). The present study showed that when teachers perceived they were allowed to participate in the determination of goals and the evaluation of the achievement of these goals, more positive interpersonal relationships were found between teachers and

supervisory personnel. Higher morale (Blumberg & Weber, 1968) among teachers was observed when teachers perceived that they were allowed to participate in the supervision process. One way and perhaps the only way educational administrators can know how teachers perceive their behavior is by eliciting feedback from teachers relative to perceptions teachers have of the managerial behavior of supervisory personnel. Feedback received from teachers can be used to select or adapt managerial strategies to control and direct the work of teachers. Reliable surveys are now available to monitor perceptions teachers have of supervision and the effects of supervision on the supervisor-supervisee interactions.

In the present study, some credence has been given to the McGregor (1960) theoretical assumptions X and Y. The basic assertion of the negative effects of theory X views of human nature on subordinates and the positive effects of theory Y views of human nature on subordinates was supported within the population studied. In pre- and inservice administrative training programs, more emphasis can be placed on the impact and ramifications of the theoretical assumptions X and Y on administrator-teacher interactions.

An important goal for supervisory personnel is to create a climate that will contribute to the achievement of school goals. Educational administrators are dependent upon teachers to meet the school goal of quality education for its learners. Teachers, in turn, are dependent upon educational administrators to facilitate and support teacher efforts toward the achievement of school goals. Thus, the relationship between educational administrators and teachers is

best described as a relationship of interdependency. The concept of interdependency implies a mutual trust and sharing of organizational responsibilities to meet organization goals. If educational administrative controls and directions allow limited opportunity for teachers to share the responsibilities of the schools, to participate in setting goals and evaluating achievement of these goals, the professional relationship is affected. Further, if teachers want to participate, exercise self-control and self-direction and educational administrators are perceived to want to exercise daily direction and controls and solely judge teacher performance, goals individuals within the schools have are in direct conflict.

It is an astute educational administrator who selects managerial strategies that are congruent with a majority of the teachers to control and direct the work of teachers toward the goal of quality education in the public schools. The present study supports McGregor (1960) when he stated that "certainly, the strategy of management by integration and self-control [theory Y strategy] is more appropriate for intelligent adults and is more likely to be conducive to growth, learning, and improved performance [p. 88]." While this study did not attempt to determine the relationship between theory Y strategies of supervision and professional growth, learning, and improved performance, the impact of a strategy of management based on theory Y assumptions on the perceptions teachers have of the professional relationship in the school was significantly positive.

Implications for Research

Some of the basic assumptions of the Likert (1961) integrative theory of leadership and the McGregor (1960) theory of organizational behavior and organizational functioning were investigated in the present study. The assumptions investigated were supported within the population of the study. Implications and conclusions drawn from the findings of this study are limited to the population of the study.

Future research may well consider the relationship between the intervening variables (motivations, loyalties, and perceptions of group members) and the end-result variables (achievement of school goals) that were identified in the integrative theory of leadership. A basic assumption of McGregor (1960) is that the supervisory behavior of the supervisor and the effectiveness of the work group are functionally related to the managerial philosophy of the supervisor. Researchers may seek to determine the relationship among these variables and attempt to specify conditions under which work group effectiveness is increased. Creative organizations are assumed to be populated with creative individuals. The Jacoby and Terborg (1975a) study found a relationship between leadership style and creativity of managers. The observation was based on a small population, N equals 16, and further investigation was suggested. The student of educational administration may attempt to delineate the relationship between creativity and managerial style. Such studies might contribute to the preservice and inservice training of educational administrators.

Appendix

Appendix A

Instructions for Managerial Philosophies

Scale

(code number)

Special instructions for responding to the

Managerial Philosophies Scale

Please do not write your name on this form. It will be coded anonymously and your answers used for research purposes only.

In this study, I am interested in what you think your supervisory personnel believes in regard to the statements on the form. In other words, I want you to answer the statements as you believe your supervisory personnel would answer them.

Accordingly, please substitute the following directions for those given in paragraph 3 on the form.

Simply circle the appropriate value for that statement in the space provided which will indicate the extent to which you believe your supervisory personnel would agree or disagree with it.

Appendix B

Acquisition of Managerial Philosophies

Scale

The Managerial Philosophies Scale is a commercially published survey. Copies of the survey can be obtained by writing to the following address:

Teleometrics International

P. O. Drawer 1850

Conroe, Texas 77301

Purchase price per copy, at the time of this publication, was \$3.00.

Appendix C

PEOPLE Scale

In using the following scale, indicate your immediate "gut" reaction to the concept at the top of the page. Don't concern yourself about socially acceptable answers or psychological implications. There are no "right" or "wrong" answers in either a sociological or psychological sense. In fact there are no right or wrong answers in any respect.

Spaces closer to a particular word of the pair which represent two opposite positions would express a feeling that the given word best fits your reaction to the concept given at the top of the page. Middle positions indicate a more neutral feeling on your part. Don't skip any word pair and don't mark more than one position for any given pair.

People

_____ (code number)

(Others, people in general, as represented
by the "average" person as you see
them and their potential)

independent	_____	dependent
trustworthy	_____	untrustworthy
willing	_____	unwilling
gullible	_____	non-gullible
crafty	_____	straightforward

cheaters	.....	honest
vicious	.....	kindly
creative	.....	uncreative
moral	.....	immoral
greedy	.....	altruistic
kind	.....	unkind
irrational	.....	rational
bad	.....	good
childlike	.....	adult
liars	.....	truthful
leadership	.....	followership
sincere	.....	deceitful
lazy	.....	energetic
intelligent	stupid
imitators	initiators
robots	alive
masses	individuals
putty	steel

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Appendix D

Acquisition of Relationship Inventory

A complete copy of the Relationship Inventory appears in Appendix A, page 34 of: Barrett-Lennard, F. T. Dimensions of therapist responses as casual factors in therapeutic change. Psychological Monographs, 1962, 76 (43, Whole No. 562). Items relating to the area of willingness to be known were not included because Barrett-Lennard found that this subscale did not discriminate and subsequently deleted these items from the Relationship Inventory.

Appendix E
Initial Letter of Instructions to
Respondents

Dear Teacher:

I appreciate your cooperation in this study. The term "supervisory personnel" refers to a person who observes, critiques, and evaluates your teaching. For purpose of this study, supervisory personnel may be interpreted as an assistant principal, immediate supervisor, department chairperson, or the principal of the building.

Since you will be asked to respond to one person on two different occasions, please choose one person to whom you will respond on both occasions.

When you have completed the forms, seal the envelope and return it to your school mailbox for me to collect.* Thank you.

Very truly yours,
s/s Hazel B. Sherman
Hazel B. Sherman

* (Date form is to be collected)

(code number)

Please provide the following data:

My age is between:

(check one space)

20-25 _____

25-30 _____

30-35 _____
35-40 _____
40-45 _____
45-50 _____
50-55 _____
55-60 _____
60-65 _____
65-70 _____

Appendix F
Second Letter of Instructions to
Respondents

Dear Teacher:

Enclosed is part II and the final survey to which you will be asked to respond. Your time and effort in this endeavor is sincerely appreciated.

Please recall the person to whom you responded in the first survey. Respond to the same person on the enclosed survey. Use the appropriate form--Male or Female.

When you have completed this form, seal the envelope and return it to your school mailbox for me to collect.* Again, thank you for your participation in this study.

Very truly yours,
s/s Hazel B. Sherman
Hazel B. Sherman

* (Date form is to be collected.)

Appendix G

Individual Subject Scores on All Scales

Table 12

Individual Subject Scores on All Scales

Sub- ject num- ber	Relation- ship				
	Managerial philosophy	Theory X	Theory Y	inven- tory	People
1	132.5	57.5	75	119	127
2	118.5	49.5	69	68	120
3	116.0	50.0	66	110	99
4	118.5	52.5	66	98	80
5	105.0	43.0	62	59	89
6	100.5	45.5	55	35	102
7	114.5	50.5	64	126	76
8	109.0	50.0	59	60	122
9	108.5	51.5	57	125	99
10	117.0	55.0	62	76	96
11	120.0	49.0	71	130	142
12	120.5	52.5	68	33	105
13	88.0	42.0	46	67	71
14	123.0	57.0	66	167	108

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship	
				inven- tory	People
15	131.0	55.0	76	149	87
16	124.5	54.5	70	104	116
17	119.5	55.5	64	60	99
18	126.0	55.0	71	79	118
19	102.0	49.0	53	15	58
20	125.0	53.0	72	68	104
21	109.5	56.5	53	- 35	83
22	113.0	48.0	65	14	118
23	119.0	45.0	74	137	129
24	122.5	56.5	66	52	99
25	117.0	55.0	62	102	99
26	106.5	44.5	62	1	98
27	101.0	48.0	53	33	59
28	109.0	47.0	62	75	121
29	121.0	53.0	68	33	122
30	119.0	54.0	65	71	115
31	122.5	52.5	70	27	97
32	111.0	42.0	69	97	116

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship inven- tory	
				People	
33	122.0	52.0	70	53	104
34	135.5	57.5	78	- 28	96
35	95.5	43.5	52	- 52	123
36	131.0	55.0	76	111	126
37	118.0	46.0	72	91	75
38	107.0	43.0	64	- 54	107
39	129.0	55.0	74	5	93
40	117.5	47.5	70	96	161
41	122.5	44.5	78	82	135
42	101.0	44.0	57	97	109
43	118.5	52.5	66	8	104
44	125.0	54.0	71	130	112
45	123.5	53.5	70	69	112
46	117.5	51.5	66	119	85
47	110.5	44.5	66	76	137
48	116.5	56.5	60	76	95
49	108.5	44.5	64	83	106
50	105.0	42.0	63	- 5	109

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship inven- tory		People
51	97.0	42.0	55	- 35		102
52	113.5	53.5	60	- 6		80
53	110.5	46.5	64	127		89
54	118.5	47.5	71	4		105
55	105.5	50.5	55	48		99
56	109.5	46.5	63	137		104
57	122.0	52.0	70	75		140
58	103.5	51.5	52	- 26		133
59	119.0	43.0	76	- 16		79
60	119.5	51.5	68	47		88
61	114.5	51.5	63	68		109
62	102.5	42.5	60	50		97
63	99.0	41.0	58	79		82
64	123.5	55.5	68	69		87
65	123.0	51.0	72	50		107
66	114.5	50.5	64	32		114
67	120.5	54.5	66	107		108
68	115.5	46.5	69	- 8		97

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship inven- tory		People
69	115.0	53.0	62	119		97
70	124.0	53.0	71	36		116
71	86.0	50.0	36	29		110
72	117.5	55.5	62	47		94
73	103.5	41.5	62	- 10		103
74	109.5	48.5	61	3		122
75	124.0	55.0	69	49		81
76	119.5	47.5	72	107		130
77	101.0	46.0	55	47		77
78	122.5	48.5	74	86		108
79	123.5	50.5	73	90		116
80	113.5	47.5	66	42		91
81	98.0	43.0	55	- 74		107
82	108.5	45.5	63	31		86
83	98.5	53.5	45	- 12		65
84	109.0	43.0	66	25		79
85	108.5	43.5	65	70		110
86	131.0	57.0	74	62		136

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship	
				inven- tory	People
87	119.0	52.0	67	134	85
88	101.5	50.5	51	- 7	88
89	120.0	57.0	63	79	98
90	105.0	47.0	58	61	91
91	105.0	50.0	55	115	93
92	125.0	52.0	73	102	131
93	111.0	48.0	63	169	106
94	115.5	53.5	62	123	146
95	121.5	50.5	71	78	83
96	118.5	53.5	65	82	122
97	121.5	52.5	69	62	104
98	128.5	54.5	74	166	99
99	126.0	51.0	75	170	103
100	129.5	52.5	77	118	114
101	133.0	57.0	76	172	108
102	111.0	45.0	66	128	90
103	123.5	55.5	68	50	99
104	121.0	55.0	66	113	117

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship inven- tory	People
105	104.5	42.5	62	-107	84
106	92.0	33.0	59	35	77
107	110.0	40.0	70	20	133
108	108.5	38.5	70	115	126
109	106.5	37.5	69	69	89
110	98.5	34.5	64	57	95
111	100.0	36.0	64	65	88
112	99.5	37.5	62	87	110
113	95.0	37.0	58	26	94
114	96.5	39.5	57	51	127
115	87.0	27.0	60	- 14	104
116	97.0	37.0	60	109	81
117	113.0	39.0	74	90	100
118	104.5	37.5	67	- 27	93
119	92.0	30.0	62	4	79
120	99.0	38.0	61	- 7	83
121	97.0	37.0	60	94	133
122	96.0	37.0	59	50	98

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship	
				inven- tory	People
123	99.0	40.0	59	24	94
124	85.5	28.5	57	161	87
125	91.5	34.5	57	- 37	55
126	97.5	40.5	57	28	59
127	142.0	72.0	70	87	111
128	149.5	71.5	78	116	161
129	142.0	70.0	72	- 32	125
130	145.5	70.5	75	121	116
131	146.0	70.0	76	156	128
132	144.5	69.5	75	171	135
133	141.5	67.5	74	118	98
134	137.5	67.5	70	180	132
135	131.0	67.0	64	33	101
136	140.0	66.0	74	- 58	105
137	136.5	65.5	71	124	139
138	134.5	64.5	70	155	101
139	137.5	64.5	73	- 23	116
140	141.0	64.0	77	115	116

Table 12 (continued)

Sub- ject num- ber	Relation- ship				
	Managerial philosophy	Theory X	Theory Y	inven- tory	People
141	137.5	63.5	74	94	99
142	122.5	63.5	59	47	89
143	130.5	63.5	67	123	127
144	129.5	63.5	66	143	83
145	136.5	62.5	74	114	112
146	119.0	63.0	56	74	122
147	128.5	62.5	66	112	118
148	128.5	62.5	66	84	126
149	135.0	62.0	73	- 75	87
150	134.0	62.0	72	94	145
151	129.0	62.0	67	149	121
152	126.5	58.5	68	134	101
153	128.5	61.5	67	15	119
154	136.0	61.0	75	91	142
155	134.0	61.0	73	85	121
156	130.0	61.0	69	111	109
157	127.0	61.0	66	46	141
158	119.0	61.0	58	106	117

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship	
				inven- tory	People
159	129.5	60.5	69	72	102
160	135.5	60.5	75	- 44	110
161	135.5	60.5	75	119	132
162	131.5	60.5	71	145	99
163	131.5	60.5	71	145	114
164	132.5	60.5	72	142	118
165	133.5	60.5	73	64	93
166	130.0	60.0	70	14	116
167	127.5	60.5	67	75	111
168	126.5	59.5	67	39	119
169	135.5	59.5	76	114	73
170	132.5	58.5	74	121	102
171	135.5	58.5	77	140	117
172	128.5	58.5	70	99	135
173	130.5	57.5	73	95	124
174	130.0	58.0	72	104	102
175	131.0	58.0	73	164	113
176	129.0	59.0	70	122	113

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship inven- tory		People
177	87.5	38.5	49	- 44		58
178	72.0	30.0	42	- 88		83
179	86.0	38.0	48	8		117
180	89.0	35.0	54	- 49		80
181	88.0	36.0	52	28		89
182	72.5	22.5	50	- 81		90
183	76.5	31.5	45	- 26		74
184	66.5	24.5	42	- 30		94
185	68.0	28.0	40	- 68		95
186	69.5	30.5	39	- 70		86
187	67.5	29.5	38	- 40		120
188	91.0	33.0	58	- 49		53
189	78.0	40.0	38	- 61		85
190	59.5	27.5	32	72		115
191	51.0	22.0	29	- 97		118
192	58.5	30.5	28	- 72		71
193	87.5	37.5	50	- 21		111
194	81.5	32.5	49	7		74

Table 12 (continued)

Sub- ject num- ber	Managerial philosophy	Theory X	Theory Y	Relation- ship	
				inven- tory	People
195	82.0	39.0	43	- 54	86
196	77.5	36.5	41	106	80
197	75.5	37.5	38	31	75
198	67.5	31.5	36	- 20	114
199	124.0	72.0	52	16	99
200	131.0	79.0	52	175	116

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THE RELATIONSHIP BETWEEN TEACHER PERCEPTIONS
OF MANAGERIAL STYLES AND THE QUALITY OF
INTERPERSONAL RELATIONSHIPS BETWEEN
TEACHERS AND SUPERVISORY
PERSONNEL

Hazel Burgett Sherman, Ed.D.

The College of William and Mary in Virginia, 1976

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Purpose

The purpose of the study was to investigate relationships between the perceptions teachers have of the managerial styles of supervisory personnel and the quality of interpersonal relationships between supervisory personnel and teachers. Three hypotheses predicted relationships between differential managerial styles and the quality of interpersonal relationships. Theoretical bases included the Lewin field theory, the Likert integrative theory of leadership, and the McGregor theory of organizational functioning. Previous studies indicated that there was a relationship between particular measures of managerial styles and outcomes of supervisory conferences, managerial expectations, productivity, morale, and interpersonal relationships.

Method

In this descriptive study, managerial style was measured by the Jacoby and Terborg Managerial Philosophies Scale. Based on the perceptions 200 teachers had of the position of supervisory personnel on the McGregor theory X and Y, four differential styles of supervision were isolated for study. After teacher differentiation of managerial styles was determined, the perceived quality of interpersonal relationships between teachers and supervisory personnel was related to the differential managerial styles. The quality of interpersonal relationships was measured by the Barrett-Lennard Relationship Inventory.

Findings and Conclusions

Results supported the hypothesis that the perceived managerial style of supervisory personnel is related to the perceptions teachers have of the quality of interpersonal relationships between teachers and supervisory personnel. The quality of interpersonal relationships teachers perceived under differential managerial styles was significantly different. The source of variance in the quality of interpersonal relationships was the perception of a high theory X position and a low theory Y position. The conclusion is that when teachers see that they have limited opportunity to exercise self-direction, self-control, and to participate in setting goals and evaluating the achievement of these goals, the quality of interpersonal relationships between teacher and supervisory personnel is negatively affected. Further, when teachers feel that the managerial strategies of supervisory personnel provide opportunities for teachers to participate in the process of supervision, the quality of interpersonal relationships is positively affected. Age was found to be related to perceptions teachers have of the position of supervisory personnel on theory X and Y scales. However, age was not found to be a major indicant of perceptions teachers have of managerial style.

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